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ABSTRACT

The 1988-89 Compensatory Language Experiences and Reading--Reading Recovery (CLEAR-RR) Program of the Columbus, Ohio, public schools was implemented to provide early intervention to 283 underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. The program's two major goals were to develop and provide CLEAR-RR for the first grade pupils and to adapt and apply the inservice program for teachers. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. Pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons. Activities included reading and rereading books while the teacher maintained a record of strategies and errors, writing and reading stories, identifying letters, and analyzing sounds in words. The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests (MAT6). Due to the inappropriateness of the pretest and posttest levels and incomplete test data for a number of students, caution is advised in reviewing the results of the study. The evaluation sample was comprised of only 104 pupils. Tables are provided for the posttest scores, but no interpretation of the data is undertaken. Findings support continuation of the CLEAR-RR program. (Eight additional recommendations and 23 tables of data are included; survey instruments are attached.) (RS)

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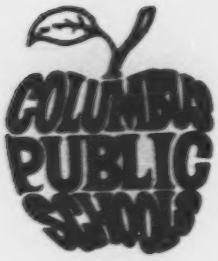
Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING
CLEAR-READING RECOVERY PROGRAM

December 1989



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Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING
CLEAR-READING RECOVERY PROGRAM

1988-89

ABSTRACT

Program Description: The purpose of the 1988-89 Compensatory Language Experiences and Reading-Reading Recovery (CLEAR-RR) Program was to provide early intervention to underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. The program featured individualized one-to-one lessons provided by specially trained teachers. The lessons were based upon diagnostic instruments designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

The CLEAR-RR Program was piloted in Columbus Public Schools during the 1984-85 school year, with the 1988-89 school year being the fifth continuous year of the program. The program was a joint effort of educators in the Columbus Public Schools, the College of Education of The Ohio State University, and the Ohio Department of Education. During 1988-89 the CLEAR-RR Program was located in 26 elementary schools, had a staff of 49 teachers (23.8 FTEs) and served 283 pupils. Teachers typically served half-time in the program and half-time as first-grade teachers.

Time Interval: For evaluation purposes the CLEAR-RR Program started on September 26, 1988 and continued through May 12, 1989. Pupils included in the final analyses must have received 60 or more instructional lessons or have been successfully discontinued (completed) from the program by April 14, 1989, the date of posttest administration.

Activities: To help pupils develop reading strategies, daily 30-minute individualized lessons included a variety of instructional activities, such as reading and re-reading books while the teacher recorded their strategies and errors, writing and reading their own stories, letter identification, and sound analysis of words.

Achievement Objective: Pupils were to receive CLEAR-RR instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for their respective classrooms, and (b) teacher judgment that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: The evaluation questions were based upon two major program goals: to develop and provide the CLEAR-RR Program for first grade children, and to adopt and apply the necessary inservice program for teachers. Questions were asked in the following areas: (a) service patterns of pupils; (b) performance levels of CLEAR-RR pupils on a standardized test of reading; (c) classroom teacher ratings of pupils served by CLEAR-RR during the 1987-88 school year and classroom teacher attitudes regarding the Reading Recovery Program; (d) costs of the CLEAR-RR Program versus other compensatory programs; and (e) long term effects.

The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, Level Primer, Form L, 1985 (MAT6). The first grade pre and posttest consisted of the MAT6, Total Reading which included three subtests - Vocabulary, Word Recognition Skills, and Reading Comprehension. However, it should be noted, and caution is advised in reviewing the major findings of this report, that due to the inappropriateness of the pretest and posttest levels, the MAT6 results may not reflect true pupil performance for certain programs and groups of pupils. The pretest level was found to be too difficult for low-achieving pupils, while the posttest level was found to be too easy for the average and above-average pupils. Also, the demise of evaluation sample should be noted. The evaluation sample included those pupils who were successfully discontinued or had a minimum of 60 lessons (a total of 184 pupils - the treatment group), had both pretest and posttest administrations of the standardized achievement test (MAT6), and had a MAT6 Total Reading score for both pretest and posttest. Eighty pupils (43.5% of the 184 pupils in the treatment group) were excluded from the evaluation sample because of incomplete test data. This can in part be explained by the scoring process for the MAT6. Only attempted tests are scored. An attempted test is defined as one where three of the first six items are marked. Because pupils found the first part of some tests too difficult, many pupils did not mark at least three of the first six items, making their test data incomplete. Thus, the evaluation sample was comprised of only 104 pupils. For these reasons, tables are provided for posttest scores, but not for pretest scores and no interpretation is undertaken of the data. Locally constructed instruments were used to collect enrollment/attendance and survey (attitude) data.

Major Findings/Recommendations: The CLEAR-RR Program served 283 pupils in 1988-89. The average pupil enrollment was 90.4 days; the average attendance was 74.1 days; and the average number of instructional lessons was 60.2. Program developers have estimated that most pupils need approximately 60 lessons to complete the program. Of the 144 pupils who received 60 or more lessons, 41.0% (59) were discontinued.

A total of 184 pupils were either discontinued (99) or received 60 or more lessons but were not discontinued (85). Of this group, 104 pupils had reported scores for both the MAT6 pretest and posttest and were included in the evaluation sample (see caution above).

The cost per pupil served in the 1988-89 CLEAR-RR Program ($3,674) indicated that CLEAR-RR was expensive in comparison to the other compensatory programs, with costs per pupil served of $1,216 for Regular CLEAR (grade 1) and $776 for the Instructional Aide Program.

The Classroom Teacher Survey included ratings related to the reading performance in 1988-89 of pupils who received CLEAR-RR in 1987-88. On a scale that ranged from 5 (very successful) to 1 (very unsuccessful), the average rating on four reading items were as follows. For grade 1 (retained) pupils, the average ratings ranged from 3.35 to 2.80. For grade 2 pupils, the average ratings ranged from 3.44 to 3.19. By pupil category, discontinued pupil average ratings for the four items ranged from 3.58 to 3.30, compared with 2.97 to 2.50 for not discontinued pupils. Of the teachers responding to the survey who had the CLEAR-RR Program serving children at their school during 1988-89, 81.5% (44) found the program to be of value to their pupils, and 74.5% (41) found the funding for the program to be appropriate.

Results of the analyses of the long-term effects of CLEAR-RR revealed the following. Of the former CLEAR-RR pupils who were in a school and at a grade

level where a compensatory education program was in operation in 1988-89, 43.6% (58) of the pupils from the 1986-87 treatment group and 46.2% (98) of the pupils from the 1987-88 treatment group were still being served in a compensatory education program. When tested in second grade, the homeroom average NCE score in Vocabulary was reached by 26.3% (41) of the pupils from the 1987-88 treatment group. Homeroom average NCE scores for Vocabulary ranged from 26 to 70. In Reading Comprehension, the homeroom average NCE score was reached by 22.7% (34) of the pupils in the 1987-88 treatment group, with homeroom average NCE scores ranging from 28 to 62. In Total Reading the homeroom average NCE score was reached by 24.5% (47) of the pupils in the same treatment group and homeroom average NCE scores in Total Reading ranged from 24 to 65. Of the 583 pupils from the 1986-87, 1987-88, and 1988-89 treatment groups who remained in the Columbus Public Schools through November 1989, 70.5% (411) followed a normal grade-level progression. The retention rates for grade 1 were: 21.0% for the 1986-87 treatment group, 15.2% for the 1987-88 treatment group, 21.6% for the 1988-89 treatment group, and 18.9% for the three treatment groups combined. The percentages of pupils from the treatment groups who were served in special education were: for the 1986-87 treatment group, 8.5% in November 1987, 13.9% in November 1988, and 16.6% in November 1989; for the 1987-88 treatment group, 14.3% in November 1988 and 16.3% in November 1989; and for the 1988-89 treatment group, 14.0% in November 1989. Pupils were served more frequently for communication disorders related to speech and hearing problems in the year directly following their enrollment in CLEAR-RR, with increasing numbers of pupils served for developmental handicaps and learning disabilities in subsequent years.

Based on evaluation results it is recommended that the CLEAR-RR Program be continued, with attention given to the following additional recommendations: (a) attaining valid test scores for as many pupils as possible, thus increasing the evaluation sample; (b) establishing specific performance objectives for the program; (c) increasing coordination and communication among departments and institutions involved in the program; (d) continuing to closely monitor program funding; (e) exploring the retention problem, especially in grade 1; (f) examining new ways to increase parent involvement; (g) using criteria other than the classroom average for discontinuing pupils and for following the progress of discontinued pupils in subsequent years; (h) investigating alternatives for using Reading Recovery techniques in small groups in order to serve more pupils. The reader is cautioned that because of variations in data collection procedures across Reading Recovery sites in Ohio or because of possible differences in populations of pupils served at other sites in Ohio, the data in Columbus cannot be validly compared to data from the other sites in Ohio.

Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
COMPENSATORY LANGUAGE EXPERIENCES AND READING
CLEAR-READING RECOVERY PROGRAM

December 1989

Program Description

The purpose of the 1988-1989 Compensatory Language Experiences and Reading-Reading Recovery (CLEAR-RR) Program was to provide early intervention to underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. To accomplish this purpose the program featured individualized one-to-one lessons 30 minutes daily provided by specially trained teachers. The lessons were based upon diagnostic instruments which were designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

The CLEAR-RR Program began in Columbus Public Schools during the 1984-85 school year, with a pilot program at 6 schools, serving 70 pupils taught by 14 teachers. During 1988-89, the program served 283 pupils at 26 schools, with a teaching staff of 49 teachers (23.8 FTEs-Full Time Equivalents). Table 1 shows staffing, number of schools, and pupils served for the five years of the program's existence.

CLEAR-RR teachers normally were assigned to schools in teams of two. Each teacher served half-time in the CLEAR-RR Program and half-time as a first-grade teacher. During the half-day the teachers served in the program they worked with 4 or 5 pupils individually for 30 minutes each. One member of the team taught Reading Recovery in the morning while the other member taught a first grade class. Their assignments were reversed in the afternoon.

In 1988-89 the CLEAR-RR Program was located in the following 26 elementary schools.

Schools Served by the
CLEAR-Reading Recovery Program
1988-89

Arlington Park	Franklinton	Ohio
Avondale	Heyl	Reeb
Beck	Highland	Second
Broadleigh	Hubbard	Southwood
Cranbrook	Kent	Sullivant
Dana	Lincoln Park	Trevitt
Eakin	Livingston	Weinland Park
East Columbus	Main	Windsor
Fair	Medary	

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced priced lunch (F & RPL). Those schools with the highest percentage F & RPL are included in the program each year, with the total number of schools determined by the availability of funding for that year.

Table 1

Staffing, Schools and Pupils Served
CLEAR-Reading Recovery Program
Columbus Public Schools
1984-1989

School Year	Teachers	Teacher Full-Time Equivalents (FTE)	Schools	Pupils Served
1984-85[a]	14	7	6	70
1985-86	30	16	12	224
1986-87	52	26	20	335
1987-88	57[b]	29	26	393
1988-89	49[b]	23.8	26	283

[a]Pilot year
[b]Plus support staff including 3 teacher leaders and 1 Ohio State University affiliated teacher.

The 49 program teachers received support from 4 teacher leaders who served as trainers, resource teachers, and program coordinators. The teacher leaders taught a required credit course for the first-year Reading Recovery teachers (13 teachers out of 49) and provided inservice training for the experienced program teachers (36 teachers out of 49). Additionally, 2 of the 36 trained teachers received extended training to become future teacher leaders.

At the beginning of the year, classroom teachers selected first-grade pupils who appeared to be most in need of reading help to take the Diagnostic Survey of reading and writing tests: Letter Identification, Ohio Word Test, Concepts About Print, Writing Vocabulary, Dictation Test, and Text Reading Level. These tests were also administered at various times throughout the school year as pupils entered or exited the program and again at the conclusion of the program year.

Pupils were selected for the CLEAR-RR Program based on two criteria: (a) a qualifying score on a selection test (Metropolitan Achievement Test, 1978, Level Primer, Form JS) and (b) low scores on the Diagnostic Survey. Scores at or below the 36th percentile on the selection test indicated that the pupils were qualified to be served in the ECIA Chapter I funded CLEAR-RR Program. Low scores on the diagnostic tests further indicated that the pupils were not likely to learn to read successfully in a regular classroom environment without extra individual help. Selection of pupils occurred prior to the program norm-referenced pretest (Metropolitan Achievement Tests-MAT6, 1985, Primer, Form L).

Each pupil enrolled in the program spent approximately the first 10 days "Roaming In the Known." During this period the CLEAR-RR teacher built rapport with the pupil and provided an opportunity for the pupil to use the strategies he or she already knew in meaningful reading and writing activities. Once the Reading Recovery lessons began, a familiar pattern was established. A typical 30-minute lesson included most or all of the following activities.

1. Two or more familiar books from previous lessons were selected by the pupil to be read to the teacher.

2. The teacher made a running record while the pupil read the book that was introduced to the pupil and attempted on the previous day. During this time the CLEAR-RR teacher changed the focus from instruction to observation. Meaning, structure, and visual cues were analyzed to determine which cues were used or neglected by the pupil. Each day the teacher carefully recorded the pupil's development of reading strategies (e.g., self-monitoring, searching for cues, cross-checking, self-correcting) or ability to determine the meaning of continuous text.

3. During letter identification, plastic letters were used on a magnetic board.

4. The pupil dictated a story and then learned to write and read it with the teacher's help.

5. During sound analysis of words from written story, the pupil was encouraged to say the words slowly and write what could be heard.

6. A completed story was cut into separate words and rearranged in the correct order by the pupil.

7. A new book was introduced by the teacher.

8. The new book was attempted by the pupil.

When it was determined by the CLEAR-RR teacher, in consultation with the classroom teacher and the teacher leader, that a pupil had made sufficient progress to work successfully in the normal classroom setting without extra help, the pupil was recommended to be discontinued. Discontinued pupils were defined as those who had successfully completed the program according to predetermined levels on the diagnostic measures and had been released from the program. When pupils left the program (e.g., were discontinued, moved from the school, were placed in special programs), pupils on a waiting list entered the program.

Evaluation Design

As of September 1988, no specific evaluation objectives had been determined within the school system for the CLEAR-RR Program. An evaluation design was developed based on two goals identified from the 1984-85 proposal:

1. To develop and provide the CLEAR-RR Program for first-grade pupils.

   The individual child who has been identified as being "at risk" of failure has recovered essential reading strategies and can function satisfactorily in the regular classroom.

2. To adapt and apply the necessary inservice program for teachers.

   To implement the Reading Recovery techniques, teachers will receive intensive training over the period of a year while simultaneously implementing the program with children through clinical and peer-critiquing experiences guided by a skilled instructor.

Based on these two goals, five evaluation questions regarding the 1988-89 CLEAR-RR Program were developed. The questions focused on the following areas: service patterns, pretest-posttest performance on a standardized test of reading, attitudes of professional staff, costs of CLEAR-RR versus other compensatory programs, and long-term effects of the program. The specific evaluation questions and analyses for each are listed below.

Question 1 What were the service patterns of pupils in the CLEAR-Reading Recovery Program?

Analysis 1.1 Number of pupils who were served.

Analysis 1.2 Number of pupils who were discontinued.

Analysis 1.3 Demographic characteristics of pupils who were served.

Analysis 1.4 Demographic characteristics of pupils who were discontinued.

Question 2 What were the performance levels of CLEAR-Reading Recovery pupils on a standardized test of reading?

Analysis 2.1 Number and percent of pupils reaching the 50%ile in Vocabulary, Reading Comprehension, and Total Reading on the MAT6.

Analysis 2.2 Number and percent of pupils reaching the 37%ile in Vocabulary, Reading Comprehension, and Total Reading on the MAT6.

Analysis 2.3 Number and percent of pupils reaching the average NCE for their classroom in Vocabulary, Reading Comprehension, and Total Reading on the MAT6. (Analysis will be based on available data. Availability of data will come from schools involved in other programs requiring total school testing.)

Analysis 2.4 Number and percent of pupils who have shown a gain of seven NCE points between pretest and posttest in Total Reading on the MAT6.

Analysis 2.5 Analysis of central tendency and distribution of NCE scores on the pretest and posttest of Total Reading on the MAT6.

Question 3 What were the teacher ratings in 1988-89 of pupils who were served by CLEAR-Reading Recovery during the 1987-88 school year? What were the attitudes of these teachers regarding the CLEAR-Reading Recovery Program?

Analysis 3.1 Frequency counts, percents, and content analysis of the survey of teachers who had pupils in 1988-89 who were served by CLEAR-RR in the 1987-88 treatment group (Classroom Teacher Survey).

Question 4 What were the costs of the CLEAR-Reading Recovery Program compared to other compensatory programs?

Analysis 4.1 Costs per pupil of each program.

Question 5 What were the long-term effects of the CLEAR-Reading Recovery Program?

Analysis 5.1 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups who in 1988-89 attended a school where a compensatory program was available and who were served by a compensatory program.

Analysis 5.2 Number and percent of pupils in the 1987-88 CLEAR-RR treatment group scoring at or above the average NCE of their classroom in Vocabulary, Reading Comprehension, and Total Reading on the Comprehensive Test of Basic Skills (CTBS) in April 1989.

Analysis 5.3 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups scoring at or above the 37%ile in Vocabulary, Reading Comprehension, and Total Reading on the CTBS in April 1989.

Analysis 5.4 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups scoring at or above the 50%ile in Vocabulary, Reading Comprehension, and Total Reading on the CTBS in April 1989.

Analysis 5.5 Number and percent of pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups who followed a normal grade level progression.

Analysis 5.6 Number and percent of pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups who were later identified and served in a special education class.

The evaluation design provided for the collection of data in the following five areas of operation for the overall program.

1. Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including years experience, certification, school assignment, and Chapter 1 involvement (see p. 47, Appendix A).

2. Pupil Enrollment Form (PEF) was completed by program teachers upon official entry of each pupil into the program. Information included pupil name, date of birth, program teacher name, school, and date of pupil enrollment in program (see p. 49, Appendix B).

3. Pupil Census Form (PCF) was a computer generated preprinted form used by program teachers to record enrollment/attendance data, number of lessons, discontinued status, and service patterns for each pupil served (see p. 51, Appendix C).

4. The Metropolitan Achievement Tests (MAT6, 1985) was used as the pretest and posttest for all pupils in the CLEAR-RR Program. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Pretest and Posttest	Primer	L	K.5-1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89

The MAT6 tests were administered by classroom and program teachers. Pretesting occurred September 26-30, 1988. Posttesting occurred April 10-14, 1989. All testing was done on level, as indicated in the table above.

5. The CLEAR-Reading Recovery Classroom Teacher Survey was used to obtain information from teachers instructing pupils who were served by the CLEAR-RR Program during the 1987-88 school year. Data collection was completed in May 1989 (see pp. 53-56, Appendix D).

Data collection for the CLEAR-RR Program also included parent involvement information and inservice evaluation information, data which were not specified in the CLEAR-RR evaluation design but were collected routinely for other ECIA Chapter 1 programs. This information is not included here but has been submitted to the Department of Federal and State Programs.

Major Findings

Question 1 What were the service patterns of pupils in the CLEAR-Reading Recovery Program?

Analysis 1.1 Number of pupils who were served.

Analysis 1.2 Number of pupils who were discontinued.

Analysis 1.3 Demographic characteristics of pupils who were served.

Analysis 1.4 Demographic characteristics of pupils who were discontinued.

The service patterns of the CLEAR-RR Program are reported below in the following order: the number of pupils who were served and their demographic characteristics; the number of lessons received; the number of pupils who were discontinued and their demographic characteristics; and a description of the evaluation sample.

The 1988-89 CLEAR-Reading Recovery Program served a total of 283 first-grade pupils in 26 schools (see Table 1, page 2). During 1987-88, 383 pupils were served in 26 schools, a decrease of 26.1% (100 pupils) for school year 1988-89. Part of this decrease in pupils served resulted from a reduction in program teachers from 29 FTE to 23.8 FTE, a 17.9% reduction in teaching staff. Pupils were served 30 minutes daily, for an average of 2.5 hours of instruction per week.

The demographic characteristics (gender, race, and socio-economic status) of the 283 pupils who were served in the program were analyzed from the school district's Student Master File (SMF), Pupil Information File (PIF), and November 1988 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 57.6% (163) were boys and 42.4% (120) were girls (see Table 2). As for the distribution by race, almost half--46.6% (132) of the pupils served were identified as Non-Minority, approximately half--51.6% (146) were Black, and the remaining 1.8% (5) were Other Minority (see Table 3). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced-price) lunch as of November 1988. Of the 283 pupils served, 80.9% (229) were on free lunch, 3.9% (11) were on reduced-price lunch, 14.8% (42) were not on subsidized lunch, and the status of the remaining 0.4% (1 pupil) was unknown (see Table 4).

For evaluation purposes, the pupils served in the program were divided into three categories: discontinued pupils (those who had successfully completed the program); not discontinued pupils who had received 60 or more lessons, and other pupils served (those who were not discontinued and who received fewer than 60 lessons). The use of the 60 lesson distinction was based upon the premise in Marie Clay's research in New Zealand (1979) which determined that an average of 60 lessons was needed for pupils to be discontinued and to continue to work successfully in the normal classroom setting. Of the 283 pupils served, 35.0% (99) were discontinued, 30.0% (85) were not discontinued but received 60 or more lessons, and 35.0% (99) were other pupils served (see Table 5). For 1987-88, program data revealed that 51.5% of pupils were discontinued, 17.8% were not discontinued but received 60 or more lessons, and 31.0% were other pupils served. The decrease in pupils discontinued, combined with the increase in pupils not discontinued, indicated that pupils were enrolled in the

Table 2

Percent and Number of CLEAR-RR Pupils Served by Gender 1988-89

Gender	%	(N)
Boys	57.6	(163)
Girls	42.4	(120)
Total	100.0	(283)

Table 3

Percent and Number of CLEAR-RR Pupils Served by Race 1988-89

Race	%	(N)
Non-Minority	46.6	(132)
Black	51.6	(146)
Other Minority[a]	1.8	(5)
Total	100.0	(283)

[a]Includes Spanish Surname, Asian American, and American Indian

Table 4

Percent and Number of CLEAR-RR Pupils Served by Subsidized Lunch Status 1988-89

Subsidized Lunch Status	%	(N)
Free	80.9	(229)
Reduced	3.9	(11)
Paying	14.8	(42)
Unknown	0.4	(1)
Total	100.0	(283)

Note. Based on November 1988 data

Table 5

Percent and Number of CLEAR-RR Pupils Served
by Pupil Category and Number of Lessons
1988-89

Number of Lessons	Pupil Category						Total Pupils Served	
	Discontinued Pupils[a]		Not Discontinued Pupils[b]		Other Pupils Served[c]			
	%	(N)	%	(N)	%	(N)	%	(N)
Fewer than 60								
0-9	3.0	(3)			20.2	(20)	8.1	(23)
10-19	1.0	(1)			21.2	(21)	7.8	(22)
20-29	4.0	(4)			16.2	(16)	7.1	(20)
30-39	8.1	(8)			13.1	(13)	7.4	(21)
40-49	16.2	(16)			16.2	(16)	11.3	(32)
50-59	8.1	(8)			13.1	(13)	7.4	(21)
Subtotal	40.4	(40)			100.0	(99)	49.1	(139)
60 or More								
60-69	8.1	(8)	15.3	(13)			7.4	(21)
70-79	11.1	(11)	12.9	(11)			7.8	(22)
80-89	14.1	(14)	18.8	(16)			10.6	(30)
90-99	12.1	(12)	18.8	(16)			9.9	(28)
100-109	7.1	(7)	25.9	(22)			10.2	(29)
110-119	6.1	(6)	8.2	(7)			4.6	(13)
120-129	1.0	(1)	0.0	(0)			0.4	(1)
Subtotal	59.6	(59)	99.9	(85)			50.9	(144)
Total	100.0	(99)	99.9	(85)	100.0	(99)	100.0	(283)

[a] Discontinued pupils could have any number of lessons
[b] Not discontinued pupils with 60 or more lessons
[c] Other pupils served with fewer than 60 lessons

program for a longer period of time during 1988-89 (90.4 days in 1988-89; 84.5 days in 1987-88). This factor may also help to explain the decrease in the number of pupils served from 1987-88 to 1988-89. The average number of pupils served by each of the 49 teachers (23.8 FTE) was 11.9 pupils and the average number of pupils discontinued by each teacher was 4.2 pupils.

The number of lessons completed by pupils ranged from none to 120, with an average of 60.2 lessons. The number of lessons completed is less than the number of days of enrollment for a number of reasons. First, actual days of attendance is less than days enrolled. Average pupil attendance in 1988-89 was 74.1 days, compared to average pupil enrollment of 90.4 days. Second, pupils did not always receive lessons on parent-conference days and teacher-inservice days, although these days were considered indirect service and did count toward enrollment. Third, pupils did not receive lessons during their first 10 days of attendance while they were "Roaming In the Known."

A continuing concern of program planners is how long to serve pupils who appear to make little or no progress after a large number of lessons. Approximately 60 lessons are considered necessary for most pupils to successfully complete the program. However, in 1988-89, the number of lessons needed by pupils to be discontinued varied greatly. For example, one pupil was discontinued after only 5 lessons but four other pupils were not discontinued after 116 lessons. The number of lessons completed by pupils who were discontinued ranged from 5 to 120, with an average of 68.9 lessons. The number of lessons completed by pupils who were not discontinued (the two other pupil categories combined) ranged from 0 to 116 lessons, with an average of 56.1 lessons. Of the 144 pupils who received 60 or more lessons, 41.0% (59) were discontinued and 59.0% (85) were not discontinued. A distribution of the number of lessons completed by pupils in the three pupil categories is shown in Table 5.

An examination of the 99 pupils who were discontinued from the program revealed that 57.6% (57) were boys and 42.4% (42) were girls (see Table 6). These figures are identical to the percentages of all pupils served. The analysis by race indicated that 50.5% (50) of the discontinued pupils were Black, 46.5% (46) were Non-Minority, and 3.0% (3) were Other Minority (see Table 7). These figures are representative of all pupils served. Of the 99 discontinued pupils, 73.7% (73) were on free lunch, 5.0% (5) were on reduced lunch, and 21.2% (21) were not on subsidized lunch. When comparing these figures to all pupils served, it was found that a higher percentage of discontinued pupils (21.2% to 14.8%) were not on subsidized lunch.

Because of the expectation that pupils needed approximately 60 lessons to successfully complete the program, the treatment group was limited to the 99 pupils who were discontinued and the 85 additional pupils who had a minimum of 60 lessons (a total of 184 pupils). Thus, the 99 other pupils served were excluded from the treatment group. The evaluation sample was restricted to those pupils who were in the treatment group, had both pretest and posttest administrations of the standardized achievement test (MAT6), and had a MAT6 Total Reading score for both pretest and posttest. Of the 184 pupils in the treatment group, 80 pupils were excluded from the evaluation sample because of incomplete test data. The high number of pupils with incomplete test data can in part be explained by the scoring process for the MAT6. Only attempted tests are scored. An attempted test is defined as one where three of the first six items are marked. Because pupils found the first part of some tests too difficult, many pupils did not mark at least three of the first six items, making their test data incomplete. The evaluation sample was comprised of the remaining 104 pupils, which was 56.5% of the treatment group and 36.7% of the 283 pupils served.

Table 6

Percent and Number of CLEAR-RR Pupils Discontinued by Gender 1988-89

Gender	%	(N)
Boys	57.6	(57)
Girls	42.4	(42)
Total	100.0	(99)

Table 7

Percent and Number of CLEAR-RR Pupils Discontinued by Race 1988-89

Race	%	(N)
Non-Minority	46.5	(46)
Black	50.5	(50)
Other Minority[a]	3.0	(3)
Total	100.0	(99)

[a]Includes Spanish Surname, Asian American, and American Indian

Table 8

Percent and Number of CLEAR-RR Pupils Discontinued by Subsidized Lunch Status 1988-89

Subsidized Lunch Status	%	(N)
Free	73.7	(73)
Reduced	5.0	(5)
Paying	21.2	(21)
Unknown	0.0	(0)
Total	99.9	(99)

Note. Based on November 1988 data

Question 2 What were the performance levels of Reading Recovery pupils on a standardized test of reading?

Analysis 2.1 Number and percent of pupils reaching the 50%ile in Vocabulary, Reading Comprehension, and Total Reading on the MAT6.

Analysis 2.2 Number and percent of pupils reaching the 37%ile in Vocabulary, Reading Comprehension, and Total Reading on the MAT6.

Analysis 2.3 Number and percent of pupils reaching the average NCE for their classroom in Vocabulary, Reading Comprehension, and Total Reading on the MAT6. (Analysis will be based on available data. Availability of data will come from schools involved in other programs requiring total school testing.)

Analysis 2.4 Number and percent of pupils who have shown a gain of seven NCE points between pretest and posttest in Total Reading on the MAT6.

Analysis 2.5 Analysis of central tendency and distribution of NCE scores on the pretest and posttest of Total Reading on the MAT6.

Tables are provided displaying data for performance levels of Reading Recovery pupils on a standardized test of reading (MAT6). Due to the inappropriateness of the pretest and posttest levels, the MAT6 results may not reflect true pupil performance for certain programs and groups of pupils. The pretest level was found to be too difficult for low-achieving pupils, while the posttest level was found to be too easy for the average and above-average pupils.

The pretest (MAT6, Level-Primer, Form-L) was chosen for use to conform with The Ohio State University College of Education statewide evaluation design for Reading Recovery. This test selection was not recommended and was opposed by the Department of Program Evaluation of the Columbus Public Schools. The opposition was based on knowledge of the scoring process used for the MAT6 and on knowledge of the effects of giving a reading comprehension test to non-readers. Only attempted tests are scored, and an attempted test is defined as one where three of the first six items are marked. Large districts, such as Columbus Public Schools, have tests scored by computer. Because pupils found the first part of some tests too difficult, many pupils did not mark at least three of the first six items, making their test data incomplete. In most other districts statewide, tests were hand scored, possibly ignoring the "three out of six attempted" rule. On the pretest, 42.6% (89) of the 209 pupils administered the test had missing data. Of the 120 pupils with complete data, 24.2% (29) of the pupils had test scores below the guess level. Combined, 56.5% (118) of the 209 pupils administered the pretest had either missing data or scores below the guess level on the MAT6.

The difficulty and scoring process used with the MAT6 led to a demise of the evaluation sample for the CLEAR-Reading Recovery Program. Of the 283 pupils served by the program, 65.0% (184 pupils) comprised the treatment group (pupils who were successfully discontinued or received at least 60 lessons). Of these 184 pupils, 56.5% (104) had complete pre and posttest scores. These 104 evaluation sample pupils comprised only 36.7% of the 283 pupils served.

In August, 1989, personnel from the Department of Program Evaluation of the Columbus Public Schools met with representatives of The Psychological Corporation (developers of the MAT6), The Ohio State University College of Education, and Columbus Public Schools administration to discuss the existing problems with use of the MAT6, Level-Primer, Form-L. The result of these discussions was to change the pretest for the 1989-90 program year to the MAT6, Level-Preprimer, Form-L.

Because of the inappropriateness of the test level at pretesting for low achievers, only results of the posttest are included, Tables 9 and 10. In addition, interpretation of test data was not undertaken because results might not reflect true pupil performance.

Table 9

Percent and Number of CLEAR-RR Evaluation Sample Pupils
Reaching 37%ile and 50%ile on MAT6 Posttest for
Vocabulary, Reading Comprehension,
Total Reading by Pupil Category
1988-89

Pupil Category	N	Posttest											
		Vocabulary				Reading Comprehension				Total Reading			
		37%ile		50%ile		37%ile		50%ile		37%ile		50%ile	
		%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
Discontinued	60	28.3	17	20.0	12	35.0	21	8.3	5	33.3	20	18.3	11
Not Discontinued (60 or more lessons)	44	6.8	3	2.3	1	6.8	3	2.3	1	6.8	3	2.3	1
Total Sample	104	19.2	20	12.5	13	23.1	24	5.8	6	22.1	23	11.5	12

Table 10

Percent and Number of CLEAR-RR Evaluation Sample Pupils
Reaching 37%ile and 50%ile on Reading Comprehension
and Total Reading Posttests by Year
1987-1989

School Year	N	Posttest	Reading Comprehension				Total Reading			
			37%ile		50%ile		37%ile		50%ile	
			%	(N)	%	(N)	%	(N)	%	(N)
1986-87	189	CTBS, 1981	45.5	86	24.3	46	38.6	73	18.5	35
1987-88	253	CTBS, 1981	39.1	99	13.8	35	33.2	84	15.0	38
1988-89	104	MAT6, 1985	23.1	24	5.8	6	22.1	23	11.5	12

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Question 3 What were the teacher ratings in 1988-89 of pupils who were served by CLEAR-Reading Recovery during the 1987-88 school year? What were the attitudes of these teachers regarding the CLEAR-Reading Recovery Program?

Analysis 3.1 Frequency counts, percents, and content analysis of the survey of teachers who had pupils in 1988-89 who were served by CLEAR-RR in the 1987-88 treatment group (Classroom Teacher Survey).

In May 1989 surveys were mailed to classroom teachers who had pupils in 1988-89 who were in the CLEAR-RR treatment group in the 1987-88 school year. The purposes of the Classroom Teacher Survey (see pp. 53-56, Appendix D) were to obtain teacher ratings and related information with regard to the reading performance of pupils during 1988-89 who received the CLEAR-RR Program treatment during the previous school year, to determine teacher agreement with selected statements about the program, and to collect classroom teacher comments about the CLEAR-RR Program in general.

Each survey sent to a classroom teacher contained the name(s) of one or more pupils in their homeroom who were in the 1987-88 CLEAR-RR treatment group and who were still enrolled in the Columbus Public Schools at the time of the mailing. Of the 271 pupils in the 1987-88 treatment group, 247 were still enrolled in May 1989. These 247 pupils were distributed in 132 teachers' homerooms throughout the district. Surveys were sent to these 132 teachers, with a return rate of 62.9% (83 surveys returned out of 132 mailed). The 83 returned surveys contained the names and student numbers of 153 (61.9%) of the 247 pupils for whom ratings were sought. Of the 153 pupils, 31 pupils were excluded from the analysis due to one or more of the following reasons: the pupil was no longer in the teacher's homeroom; the pupil was in special education; the teacher felt the pupil had not been in the homeroom long enough for him or her to provide ratings; the pupil's grade level was missing from the survey. The final analysis was conducted for the remaining 122 pupils. This number was 49.4% of the 247 pupils remaining in the district from the 1987-88 treatment group.

Classroom Teacher Survey responses are summarized in Tables 11 to 16. Of the 122 pupils in the 1987-88 CLEAR-RR treatment group who were included in the final analysis, 16.4% (20) were retained in grade 1 and 83.6% (102) were in grade 2 in 1988-89. Approximately three-fourths of the group, 75.4% (92) were discontinued in 1987-88 and one-fourth, 24.6% (30) were not discontinued. Of the 92 discontinued pupils, 98.9% (91) were in grade 2. Of the 30 not discontinued pupils, 36.7% (11) were in grade 2 and 63.3% (19) were in grade 1.

Items 22, 25, and 26 of the Classroom Teacher Survey provided demographic data about the 83 teachers who returned surveys. Of the 83 respondents, 62.7% (52) responded that they were presently teaching in a school where CLEAR-RR served pupils, 15.7% (13) were teaching first grade, 69.9% (58) were teaching second grade, and 14.5% (12) responded that they taught split grade classes or other types of classes (one person did not respond to Item 25). Of the 83 respondents, 90.4% (75) taught in regular classrooms and 9.6% (8) taught in Special Education classrooms (6 Developmentally Handicapped, 2 Specific Learning Disabilities).

Table 11 includes a distribution of pupil ratings for Items 3-13, in which classroom teachers rated each pupil from very successful (5) to very unsuccessful (1) for each item. Item mean scores are also included. A mean score of 3.50 or greater indicates successful performance and a mean score at or below 2.50 indicates unsuccessful performance. The category in-between

Table 11

Classroom Teacher Survey Ratings for Items 3-13
for 1988-89 Pupils Who Were in the 1987-88 CLEAR-RR Treatment Group
by 1988-89 Grade Level

Grade 1 Item	Mean	Response Category: Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands basal reading stories	3.35	5.0	(1)	45.0	(9)	35.0	(7)	10.0	(2)	5.0	(1)	(20)
4. Reads and understands supplemental reading materials used for instruction	3.05	0.0	(0)	35.0	(7)	40.0	(8)	20.0	(4)	5.0	(1)	(20)
5. Reads library books	2.95	5.0	(1)	25.0	(5)	35.0	(7)	30.0	(6)	5.0	(1)	(20)
6. Understands assignments	3.65	10.0	(2)	60.0	(12)	20.0	(4)	5.0	(1)	5.0	(1)	(20)
7. Works independently	3.65	20.0	(4)	45.0	(9)	15.0	(3)	20.0	(4)	0.0	(0)	(20)
8. Finishes seatwork	3.35	10.0	(2)	40.0	(8)	25.0	(5)	25.0	(5)	0.0	(0)	(20)
9. Practices self control	3.05	10.0	(2)	40.0	(8)	20.0	(4)	5.0	(1)	25.0	(5)	(20)
10. Writes own stories	3.10	0.0	(0)	30.0	(6)	55.0	(11)	10.0	(2)	5.0	(1)	(20)
11. Makes progress in reading group	3.25	5.0	(1)	40.0	(8)	35.0	(7)	15.0	(3)	5.0	(1)	(20)
12. Usually knows how to figure out new words	2.80	0.0	(0)	20.0	(4)	45.0	(9)	30.0	(6)	5.0	(1)	(20)
13. Attends class regularly	4.15	55.0	(11)	25.0	(5)	10.0	(2)	0.0	(0)	10.0	(2)	(20)

(table continues)

Table 11 (continued)

Classroom Teacher Survey Ratings for Items 3-13
for 1988-89 Pupils Who Were in the 1987-88 CLEAR-RR Treatment Group
by 1988-89 Grade Level

Grade 2 Item	Mean	Response Category: Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands basal reading stories	3.44	16.0	(16)	33.0	(33)	30.0	(30)	21.0	(21)	0.0	(0)	(100)
4. Reads and understands supplemental reading materials used for instruction	3.20	10.8	(11)	31.4	(32)	32.4	(33)	17.6	(18)	7.8	(8)	(102)
5. Reads library books	3.34	14.7	(15)	34.3	(35)	30.4	(31)	11.8	(12)	8.8	(9)	(102)
6. Understands assignments	3.19	9.8	(10)	38.2	(39)	22.5	(23)	19.6	(20)	9.8	(10)	(102)
7. Works independently	3.02	10.8	(11)	32.4	(33)	20.6	(21)	20.6	(21)	15.7	(16)	(102)
8. Finishes seatwork	2.97	11.8	(12)	27.5	(28)	25.5	(26)	16.7	(17)	18.6	(19)	(102)
9. Practices self control	2.98	14.7	(15)	21.6	(22)	27.5	(28)	19.6	(20)	16.7	(17)	(102)
10. Writes own stories	2.86	9.8	(10)	23.5	(24)	29.4	(30)	17.6	(18)	19.6	(20)	(102)
11. Makes progress in reading group	3.30	11.8	(12)	35.3	(36)	30.4	(31)	16.7	(17)	5.9	(6)	(102)
12. Usually knows how to figure out new words	3.19	11.8	(12)	36.3	(37)	21.6	(22)	19.6	(20)	10.8	(11)	(102)
13. Attends class regularly	4.25	54.5	(55)	29.7	(30)	7.9	(8)	2.0	(2)	5.9	(6)	(101)

ranged between 3.50 and 2.50. In addition to item means, the percentages of positive ratings (very successful and successful) and negative ratings (unsuccessful and very unsuccessful) were considered. Table 11 reports ratings by grade level, separating pupils who were retained in grade 1 from pupils who progressed to grade 2, taking into account the different teacher expectations for pupil performance for these two groups.

Table 12 includes a distribution of pupil ratings for Items 3-13 by 1987-88 pupil category. That is, ratings for pupils who were discontinued during 1987-88 are reported separately from ratings for pupils who were not discontinued but received 60 or more lessons. Items in Table 12, like Table 11, include a rating for each item from very successful (5) to very unsuccessful (1). Mean scores are also included and treated the same as with Table 11.

Four items about reading were of particular interest: reads and understands basal reading stories (Item 3); reads and understands supplemental reading materials used for instruction (Item 4); makes progress in reading group (Item 11); and usually knows how to figure out new words (Item 12).

Results for Items 3-13 in Grades 1 and 2 (see Table 11). Overall, on Items 3-13, grade 1 pupils received 3 successful (positive) mean ratings, 8 in-between ratings, and no unsuccessful (negative) ratings. Grade 2 pupils received 1 successful mean rating, 10 in-between ratings, and no unsuccessful ratings. Items 3, 4, 11, and 12 of the survey dealt directly with reading instruction. Ratings for both grades 1 and 2 for these four items were all in the in-between range, but grade 2 pupils were consistently rated higher than grade 1 pupils. For grade 1, Item 3 about reading and understanding basal reading stories had the highest mean rating (3.35) of the four reading items, with 50.0% of the ratings being successful (4 or 5) and 15.0% being unsuccessful (2 or 1). Usually knowing how to figure out new words (Item 12) had the lowest mean rating (2.80) of the four reading items, with 20.0% rating it successful and 35.0% unsuccessful. For grade 2, Item 3 also had the highest mean rating (3.44), with a 49.0% successful rating and 21.0% unsuccessful. Item 12 was the lowest rated item of the four for grade 2, having a mean rating of 3.19, with a 48.1% successful rating and 30.4% unsuccessful. For Items 3-13, pupils in both grade 1 and 2 received their highest mean rating for class attendance (Item 13). The lowest rated items varied. For grade 1, the lowest rated items were Item 12 (2.80) and Item 5 (2.95). Both items related specifically to reading. For grade 2, the lowest rated items were Item 10 (2.86), Item 8 (2.97), and Item 9 (2.98), each relating more to non-reading, student-directed activities than to the reading process or instruction.

Results for Items 3-13 by Pupil Category (see Table 12). Overall, on Items 3-13, discontinued pupils received 2 successful (positive) mean ratings, 9 in-between ratings, and no unsuccessful (negative) ratings. Not discontinued pupils received 1 successful rating, 9 in-between ratings, and 1 unsuccessful rating. For all 11 items, discontinued pupils received higher ratings when compared to not discontinued pupils. Of the four reading-related items (3, 4, 11, and 12), the item about reading and understanding basal reading stories (Item 3) rated the highest for both discontinued and not discontinued pupils. For discontinued pupils the mean rating was 3.58 (54.5% successful and 14.4% unsuccessful) and for not discontinued pupils the mean rating was 2.97 (33.3% successful and 36.6% unsuccessful). The highest rated of Items 3-13 for both discontinued and not discontinued pupils was Item 13 relating to regular class attendance. The lowest rated items (range 3.00 - 3.16) for discontinued pupils dealt with student-directed activities (Items 7, 8, 9, and 10), while the lowest rated item for not discontinued pupils was Item 12 (2.50), relating directly to reading instruction.

Table 12
Classroom Teacher Survey Ratings for Items 3-13
for 1988-89 Pupils Who Were in the 1987-88 CLEAR-RR Treatment Group
by Pupil Category

Discontinued Pupils / Item	Mean	Response Category: Very Successful 5		Successful 4		In-Between 3		Unsuccessful 2		Very Unsuccessful 1		Total
		%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	(N)
3. Reads and understands basal reading stories	3.58	17.8	(16)	36.7	(33)	31.1	(28)	14.4	(13)	0.0	(0)	(90)
4. Reads and understands supplemental reading materials used for instruction	3.30	12.0	(11)	33.7	(31)	33.7	(31)	14.1	(13)	6.5	(6)	(92)
5. Reads library books	3.47	16.3	(15)	37.0	(34)	30.4	(28)	9.8	(9)	6.5	(6)	(92)
6. Understands assignments	3.34	10.9	(10)	41.3	(38)	23.9	(22)	18.5	(17)	5.4	(5)	(92)
7. Works independently	3.16	12.0	(11)	34.8	(32)	21.7	(20)	20.7	(19)	10.9	(10)	(92)
8. Finishes seatwork	3.09	13.0	(12)	28.3	(26)	27.2	(25)	17.4	(16)	14.1	(13)	(92)
9. Practices self control	3.10	16.3	(15)	22.8	(21)	28.3	(26)	19.6	(18)	13.0	(12)	(92)
10. Writes own stories	3.00	10.9	(10)	25.0	(23)	31.5	(29)	18.5	(17)	14.1	(13)	(92)
11. Makes progress in reading group	3.42	12.0	(11)	38.0	(35)	32.6	(30)	15.2	(14)	2.2	(2)	(92)
12. Usually knows how to figure out new words	3.33	13.0	(12)	38.0	(35)	23.9	(22)	18.5	(17)	6.5	(6)	(92)
13. Attends class regularly	4.30	53.8	(49)	31.9	(29)	8.8	(8)	1.1	(1)	4.4	(4)	(91)

(table continues)

Table 12 (continued)

Classroom Teacher Survey Ratings for Items 3-13
for 1988-89 Pupils Who Were in the 1987-88 CLEAR-RR Treatment Group
by Pupil Category

Not Discontinued Pupils Item	Mean	Response Category: Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands basal reading stories	2.97	3.3	(1)	30.0	(9)	30.0	(9)	33.3	(10)	3.3	(1)	(30)
4. Reads and understands supplemental reading materials used for instruction	2.77	0.0	(0)	26.7	(8)	33.3	(10)	30.0	(9)	10.0	(3)	(30)
5. Reads library books	2.70	3.3	(1)	20.0	(6)	33.3	(10)	30.0	(9)	13.3	(4)	(30)
6. Understands assignments	3.03	6.7	(2)	43.3	(13)	16.7	(5)	13.3	(4)	20.0	(6)	(30)
7. Works independently	3.00	13.3	(4)	33.3	(10)	13.3	(4)	20.0	(6)	20.0	(6)	(30)
8. Finishes seatwork	2.87	6.7	(2)	33.3	(10)	20.0	(6)	20.0	(6)	20.0	(6)	(30)
9. Practices self control	2.67	6.7	(2)	30.0	(9)	20.0	(6)	10.0	(3)	33.3	(10)	(30)
10. Writes own stories	2.60	0.0	(0)	23.3	(7)	40.0	(12)	10.0	(3)	26.7	(8)	(30)
11. Makes progress in reading group	2.90	6.7	(2)	30.0	(9)	26.7	(8)	20.0	(6)	16.7	(5)	(30)
12. Usually knows how to figure out new words	2.50	0.0	(0)	20.0	(6)	30.0	(9)	30.0	(9)	20.0	(6)	(30)
13. Attends class regularly	4.03	56.7	(17)	20.0	(6)	6.7	(2)	3.3	(1)	13.3	(4)	(30)

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Tables 13 and 14 show distributions of pupil ratings for the three items about the achievement of passing scores on basal tests (Items 14-16) and also ratings on retention of pupils (Item 19). The ratings are reported by grade level in Table 13 and by pupil category in Table 14. By grade level, grade 1 pupils were rated higher than grade 2 pupils in achieving passing comprehension test scores (68.8% to 61.3%) and in achieving passing vocabulary test scores (85.7% to 82.3%), but lower in achieving passing decoding test scores (7.7% to 43.0%). By pupil category, discontinued and not discontinued pupils were rated similarly on achieving passing comprehension test scores (62.4% to 62.5%), but discontinued pupils rated higher for vocabulary (87.2% to 66.7%) and for decoding (47.6% to 4.5%). For Item 19, 14.6% (14) of 96 grade 2 pupils were to be retained and none of grade 1 pupils would be retained because district practice limits retention in grade 1 to one year. (Pupils in grade 1 had been retained at the end of the 1987-88 school year.) By pupil category, 11.6% (10) of the 86 discontinued pupils in the treatment group were to be retained, compared with 14.3% (4) of the 28 not discontinued pupils.

Item 17 of the survey dealt with the reading group status of the pupils who were rated by teachers. Teachers rated pupils as being in either a high, middle, or low reading group. For grade 1, 16.7% (3 pupils) were in the high group, 61.1% (11 pupils) were in the middle group, and 22.2% (4) were in the low group. In grade 2, percentages were lower for high and middle groups but higher for the low reading group: 14.3% (14 pupils for high, 33.7% (33 pupils) for middle, and 52.0% (51 pupils) for low. By pupil category, there was little difference in placement in reading groups when comparing discontinued pupils with not discontinued pupils. For discontinued pupils, placements included 15.9% (14 pupils) high, 37.5% (33 pupils) middle, and 46.6% (41 pupils) low. Not discontinued pupil placement included 10.7% (3) high, 39.3% (11) middle, and 50.0% (14) low.

Table 15 shows a distribution of letter grades earned in reading in the last grading period (Item 18). No pupils retained in grade 1 earned an A, but 2.1% of the pupils in grade 2 earned an A. The percentages of pupils who earned an F were 0.0% for grade 1 and 16.8% for grade 2. In grade 1, 94.1% of pupils (16) received a grade of C or above and in grade 2, 57.9% (55) received a grade of C or above. By pupil category, 62.4% (53) of discontinued pupils received a grade of C or above, compared to 66.7% (18) for not discontinued pupils.

For Item 20, classroom teachers reported that none of the pupils who were rated was a "non-English" speaking student (ESL). Item 21 dealt with pupil qualification for Special Education programs. By grade level, 21.1% (4) of grade 1 pupils, compared to 11.7% (11) of grade 2 pupils, qualified for a Special Education program. By pupil category, 8.3% (7) of the discontinued pupils qualified for a Special Education program, and 27.6% (8) for not discontinued pupils.

Table 16 shows a distribution of responses to Items 23 and 24 of the Classroom Teacher Survey. Only those teachers who responded positively to Item 22 (whether CLEAR-Reading Recovery served their school during 1988-89) were to respond to Items 23 and 24. Item 23 questioned the value of the CLEAR-Reading Recovery Program for pupils. On a 5-point scale [Strongly Agree (5) to Strongly Disagree (1)], Item 23 received a 4.35 mean score, with 81.5% (44 respondents) agreeing that the program was of value to pupils (included those responding Strongly Agree and Agree). Item 24 questioned the funding for the CLEAR-Reading Recovery Program. The mean score for the item was 4.07 (on the 5-point scale). Forty-one respondents (74.5%) supported (Strongly Agree and Agree) the funding of the CLEAR-Reading Recovery Program, compared to other ways that money could be spent for compensatory reading programs in their schools.

Table 13

Classroom Teacher Survey Ratings for Items 14, 15, 16, and 19
for 1987-88 CLEAR-RR Treatment Group Pupils
by 1988-89 Grade Level

Item	Grade									
	Grade 1					Grade 2				
	Yes		No		Total	Yes		No		Total
	%	(N)	%	(N)	(N)	%	(N)	%	(N)	(N)
Achieves suggested passing score on basal tests in the area of:										
14. Comprehension	68.8	(11)	31.3	(5)	(16)	61.3	(57)	38.7	(36)	(93)
15. Vocabulary	85.7	(12)	14.3	(2)	(14)	82.3	(79)	17.7	(17)	(96)
16. Decoding	7.7	(1)	92.3	(12)	(13)	43.0	(40)	57.0	(53)	(93)
19. Will be retained at the end of this school year	0.0	(0)	100.0	(18)	(18)	14.6	(14)	85.4	(82)	(96)

Note. Responses of not sure were excluded from the analysis.

Table 14
Classroom Teacher Survey Ratings for Items 14, 15, 16, and 19
for 1987-88 CLEAR-RR Treatment Group Pupils
by Pupil Category

Item	Pupil Category									
	Discontinued					Not Discontinued				
	Yes		No		Total	Yes		No		Total
	%	(N)	%	(N)	(N)	%	(N)	%	(N)	(N)
Achieves suggested passing score on basal tests in the area of:										
14. Comprehension	62.4	(53)	37.6	(32)	(85)	62.5	(15)	37.5	(9)	(24)
15. Vocabulary	87.2	(75)	12.8	(11)	(86)	66.7	(16)	33.3	(8)	(24)
16. Decoding	47.6	(40)	52.4	(44)	(84)	4.5	(1)	95.5	(21)	(22)
19. Will be retained at the end of this school year	11.6	(10)	88.4	(76)	(86)	14.3	(4)	85.7	(24)	(28)

Note. Responses of not sure were excluded from the analysis.

Table 15

Classroom Teacher Survey Ratings for Item 18 for 1988-89 Pupils
Who Were in the 1987-88 CLEAR-RR Treatment Group
1988-89

Item	Grade Level											
	Grade 1						Grade 2					
	Discontinued		Not Discontinued		Total		Discontinued		Not Discontinued		Total	
	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
18. Earned the following letter grade in reading in the last grading period (Circle NA=Not Applicable if pupil was not enrolled)												
A	0.0	(0)	0.0	(0)	0.0	(0)	2.4	(2)	0.0	(0)	2.1	(2)
B	0.0	(0)	31.3	(5)	29.4	(5)	17.9	(15)	9.1	(1)	16.8	(16)
C	100.0	(1)	62.5	(10)	64.7	(11)	41.7	(35)	18.2	(2)	38.9	(37)
D	0.0	(0)	6.3	(1)	5.9	(1)	25.0	(21)	27.3	(3)	25.3	(24)
F	0.0	(0)	0.0	(0)	0.0	(0)	13.1	(11)	45.5	(5)	16.8	(16)
Total	100.0	(1)	100.0	(16)	100.0	(17)	100.1	(84)	100.1	(11)	99.9	(95)

Note. Responses of Not Applicable were excluded from the analysis.

Table 16

Classroom Teacher Survey Responses for Items 23-24
from Teachers in Schools Served by CLEAR-Reading Recovery
1988-89

Item	Mean	Response Category: Strongly Agree 5 %	(N)	Agree 4 %	(N)	Undecided 3 %	(N)	Disagree 2 %	(N)	Strongly Disagree 1 %	(N)	Total (N)
23. The CLEAR-Reading Recovery Program is of value to pupils in my school.	4.35	59.3	(32)	22.2	(12)	13.0	(7)	5.6	(3)	0.0	(0)	(54)
24. Compared to other ways that money could be spent for compensatory reading programs in my school, I support the funding of the CLEAR-Reading Recovery Program.	4.07	49.1	(27)	25.5	(14)	12.7	(7)	9.1	(5)	3.6	(2)	(55)

Note. Responses of Don't Know were excluded from the analysis.

Item 27 provided space for teachers to explain one or more of their answers or to comment on the CLEAR-Reading Recovery Program in general. Forty-four of the 83 (53.0%) returned surveys contained written comments (see pp. 58-60, Appendix E). Comments were evaluated as being positive (supportive of the program), neutral (neither supportive nor non-supportive), or negative (non-supportive of the program). Of the 44 comments, 45.5% (20) were judged to be positive, 22.7% (10) negative, and 31.8% (14) neutral. Typical of the positive comments, one respondent wrote, "My students have benefited greatly from this program. I recommend it highly." Another stated, "I feel the Reading Recovery Program is a very valued program in the Columbus Schools. I wish this service could reach a larger number of pupils." But negatively, one respondent wrote, "In 4 years of teaching 2nd grade I've had many discontinued Reading Recovery students (apprx. 15-20) and only 2 have shown adequate skills in 2nd grade. For the most part these children are retained in 2nd grade. I'm very dissatisfied with Reading Recovery." Neutral comments varied, with responses including: (1) need to learn more about Reading Recovery strategies, (2) specific comments about individual pupils, (3) the need to serve 2nd grade pupils, and (4) the possibility of having teachers teach Reading Recovery full-day.

Question 4 What were the costs of the CLEAR-Reading Recovery Program compared to other compensatory programs?

Analysis 4.1 Costs per pupil of each program.

Table 17 provides data comparing the per pupil cost of compensatory programs serving grade 1 pupils in Columbus Public Schools. In addition to CLEAR-Reading Recovery, these programs include Regular CLEAR (grade 1) and the Instructional Aide Program.

The program cost per FTE ranged from $47,932 per FTE for Regular CLEAR (grade 1), to $43,684 per FTE for CLEAR-Reading Recovery, to $15,729 per FTE for the Instructional Aide Program. Cost per FTE varied due to the salary schedule for Columbus Public School employees, which is dependent on position held, years experience, and educational degree attained.

During 1988-89, CLEAR-Reading Recovery served 283 pupils at a total cost of $1,039,676 compared to Regular CLEAR (grade 1), which served 733 pupils at a cost of $891,539 and the Instructional Aide Program which served 1,793 pupils at a total cost of $1,391,991. The per pupil cost of the three grade 1 Chapter 1 programs were as follows: CLEAR-Reading Recovery, $3,674 per pupil; Regular CLEAR (grade 1), $1,216 per pupil; and the Instructional Aide Program, $776 per pupil.

Of the three first grade programs, the Instructional Aide Program had the highest percentage of pupils served who met the criteria for the program evaluation sample (42.8%), followed by CLEAR-Reading Recovery (36.7%), and Regular CLEAR (grade 1) with (26.1%). The criteria, however, differed among the programs, e.g., CLEAR-Reading Recovery used the number of lessons while Regular CLEAR (grade 1) used attendance.

Table 17

Cost Analysis for First-Grade Public School Pupils in Chapter 1 CLEAR Reading Recovery, Chapter 1 Regular CLEAR, and the DPPF First-Grade Instructional Aide Program 1988-89

Program	Number of FTE Teachers or Aides	Program Cost[a]		Pupils in Program		Pupils per FTE		Cost per Pupil		Percentage of Pupils Served Who Met Evaluation Sample Criteria
		Total	Per FTE	Served	In Sample	Served	In Sample	Served	In Sample	
CLEAR-RR	23.8	$1,039,676	$43,684	283	104	11.9	4.4	$3,674	$9,997	36.7%
Regular CLEAR (Grade 1)	18.6	$891,539	$47,932	733	191	39.4	10.3	$1,216	$4,668	26.1%
Instructional Aide	88.5	$1,391,991	$15,729	1,793	767	20.3	8.7	$776	$1,815	42.8%

Note. Evaluation sample criteria differed among the programs.
[a] Cost figures include only teacher or aide costs (salaries plus fringe benefits).

Question 5 What were the long-term effects of the Clear-Reading Recovery Program?

Analysis 5.1 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups who in 1988-89 attended a school where a compensatory program was available and who were served by a compensatory program.

Analysis 5.2 Number and percent of pupils in the 1987-88 CLEAR-RR treatment group scoring at or above the average NCE of their classroom in Vocabulary, Reading Comprehension, and Total Reading on the CTBS in April 1989.

Analysis 5.3 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups scoring at or above the 37%ile in Vocabulary, Reading Comprehension, and Total Reading on the CTBS in April 1989.

Analysis 5.4 Number and percent of pupils in the 1986-87 and 1987-88 CLEAR-RR treatment groups scoring at or above the 50%ile in Vocabulary, Reading Comprehension, and Total Reading on the CTBS in April 1989.

Analysis 5.5 Number and percent of pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups who followed a normal grade level progression.

Analysis 5.6 Number and percent of pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups who were later identified and served in a special education class.

Analyses 5.1-5.6 were conducted from available follow-up data for pupils who were in the 1986-87, 1987-88, and 1988-89 treatment groups. The original 1986-87 treatment group was comprised of 208 pupils, the 1987-88 treatment group was comprised of 271 pupils, and the 1988-89 treatment group was comprised of 184 pupils. The number of pupils included in the analyses for Question 5 varied due, in part, to pupil mobility, the timing of data collection, and different restrictions inherent in the various analyses.

Table 18 contains a summary of results for Analysis 5.1, the study of the 1986-87 and 1987-88 CLEAR-RR treatment group pupils who were served by a compensatory program in 1988-89. The analysis included three compensatory programs: the CLEAR-Elementary Program (CLEAR-Regular), the CLEAR-Elementary Computer Assisted Instruction Program (CLEAR-CAI), and the first-grade Instructional Aide Program. Analysis 5.1 did not include pupils who were on a waiting list of pupils to be served. The criterion scores used to establish eligibility and priority for program service varied from program to program and school to school.

Of the 208 pupils in the 1986-87 CLEAR-RR treatment group, 133 pupils were in a school and at a grade level where a compensatory program was in operation during the 1988-89 school year. Of these 133 pupils, 43.6% (58) were served in a compensatory program. By grade level, 46.0% (23) of the 50 pupils in grade 2 were served, compared to 42.7% (35) of the 82 pupils in grade 3. In each grade level the percentage served was lower for the pupils who had been discontinued in 1986-87 than for the pupils who had not been discontinued. In grade 2, 33.3% (4) of the 12 discontinued pupils were served in a compensatory program

Table 18

Percent and Number of Pupils in the 1986-87 and 1987-88 CLEAR-RR Treatment Groups by Compensatory Education Program Status in 1988-89

1986-87 Treatment Group		Compensatory Education Program Status									
		Not In Comp. Ed.		In Comp. Ed. Program						Total	
				CLEAR-Regular[a]		CLEAR-CAI[b]		Subtotal			
Grade in 1988-89	Pupil Category	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1	Discontinued	0.0	(0)							0.0	(0)
	Not Discontinued	100.0	(1)[c]							100.0	(1)
	Subtotal	100.0	(1)							100.0	(1)
2	Discontinued	66.7	(8)	33.3	(4)	0.0	(0)	33.3	(4)	100.0	(12)
	Not Discontinued	50.0	(19)	47.4	(18)	2.6	(1)	50.0	(19)	100.0	(38)
	Subtotal	54.0	(27)	44.0	(22)	2.0	(1)	46.0	(23)	100.0	(50)
3	Discontinued	59.7	(40)	26.1	(17.5)[d]	14.2	(9.5)[d]	40.3	(27)	100.0	(67)
	Not Discontinued	46.7	(7)	36.7	(5.5)[e]	16.7	(2.5)[e]	53.3	(8)	100.0	(15)
	Subtotal	57.3	(47)	28.0	(23)	14.6	(12)	42.7	(35)	100.0	(82)
	Total	56.4	(75)	33.8	(45)	9.8	(13)	43.6	(58)	100.0	(133)

(table continues)

Table 18 (continued)

Percent and Number of Pupils in the 1986-87 and 1987-88 CLEAR-RR Treatment Groups by Compensatory Education Program Status in 1988-89

1987-88 Treatment Group		Compensatory Education Program Status										Total	
		Not in Comp. Ed.		In Comp. Ed. Program									
				CLEAR-Regular[a]		CLEAR-CAI[b]		Instr. Aide[f]		Subtotal			
Grade in 1988-89	Pupil Category	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
1	Discontinued	0.0	(0)	100.0	(1)	0.0	(0)	0.0	(0)	100.0	(1)	100.0	(1)
	Not Discontinued	67.6	(25)	24.3	(9)	0.0	(0)	8.1	(3)	32.4	(12)	100.0	(37)
	Subtotal	65.8	(25)	26.3	(10)	0.0	(0)	7.9	(3)	34.2	(13)	100.0	(38)
2	Discontinued	54.4	(81)	41.6	(62)	4.0	(6)	0.0	(0)	45.6	(68)	100.0	(149)
	Not Discontinued	32.0	(8)	64.0	(16)	4.0	(1)	0.0	(0)	68.0	(17)	100.0	(25)
	Subtotal	51.1	(89)	44.8	(78)	4.0	(7)	0.0	(0)	48.9	(85)	100.0	(174)
	Total	53.8	(114)	41.5	(88)	3.3	(7)	1.4	(3)	46.2	(98)	100.0	(212)

Note. Pupils served from September 28 through the end of the school year were included in the "In Comp. Ed. Program" category. Pupils on a waiting list to be served were included in the "Not in Comp. Ed." Category. Excludes pupils in school/grade combinations where compensatory education programs were not offered.

[a]CLEAR-Regular is the Compensatory Language Experiences and Reading Elementary Program.

[b]CLEAR-CAI is the Compensatory Language Experiences and Reading Elementary Computer-Assisted Instruction Program.

[c]Pupil served by Special Education Program during 1987-88 and 1988-89.

[d]One discontinued pupil was in the CLEAR-Regular Program and the CLEAR-CAI Program.

[e]One not discontinued pupil was in the CLEAR-Regular Program and the CLEAR-CAI program.

[f]Inst. Aide is the Instructional Aide Program (grade 1 only).

compared to 50.0% (19) of the 38 not discontinued pupils. In grade 3, 40.3% (27) of the 67 discontinued pupils were served in a compensatory program compared to 53.3% (8) of the 15 not discontinued pupils. One pupil from the 1986-87 evaluation sample had been retained in grade 1 during 1988-89, but was not served in a compensatory program because of his placement in a special education program. Overall, 39.2% (31) of the 79 discontinued pupils in grades 2 and 3 were served in a compensatory program in 1988-89, two years after they completed the CLEAR-RR Program.

Of the 271 pupils in the 1987-88 CLEAR-RR treatment group, 212 pupils were in a school and at a grade level where a compensatory program was in operation during the 1988-89 school year. Of these 212 pupils, 46.2% (98) were served in a compensatory education program. By grade level, 34.2% (13) of the 38 pupils in grade 1 were served, compared to 48.9% (85) of the 174 pupils in grade 2. For those pupils in grade 1, the one discontinued pupil was served, compared to 32.4% (12) of the 37 not discontinued pupils. In grade 2, 45.6% (68) of the 149 discontinued pupils were served compared to 68.0% (17) of the 25 not discontinued pupils. Overall, 46.0% (69) of the 150 discontinued pupils in grades 1 and 2 were served in a compensatory program in 1988-89, the year after they completed the CLEAR-RR Program.

Only pupils who had a normal grade-level progression at posttest time were included in analyses 5.2, 5.3, and 5.4. Valid CTBS Vocabulary and Total Reading posttest scores from April 1989 were available for 114 of the 208 pupils who were in the 1986-87 treatment group, of whom, 97 were discontinued and 17 were not discontinued. Valid CTBS Reading Comprehension posttest scores from April 1989 were available for 115 of the 208 pupils who were in the 1986-87 treatment group, of whom 98 were discontinued and 17 were not discontinued. Of the 271 pupils in the 1987-88 treatment group, valid CTBS Vocabulary posttest scores were available for 162 pupils, 142 discontinued and 20 not discontinued. For Reading Comprehension, 159 valid CTBS scores were available, 141 discontinued and 18 not discontinued. In Total Reading, 199 CTBS posttest scores were available, 174 discontinued and 25 not discontinued. Only pupils in the 1987-88 treatment group were included in Analysis 5.2

For Analysis 5.2 the April 1989 CTBS Vocabulary, Reading Comprehension, and Total Reading NCE scores for pupils in the 1987-88 CLEAR-RR treatment group were compared to their homeroom average NCE scores for April 1989. The CTBS scores were available from districtwide testing. The number of test scores available per homeroom varied. Homeroom averages based on fewer than 10 scores were excluded because they were considered unrepresentative of the class.

Of the 271 pupils in the 1987-88 CLEAR-RR treatment group, CTBS Vocabulary NCE scores and homeroom average NCE scores were available for 156 pupils. Of this number, 136 pupils had been discontinued in 1987-88 and 20 pupils had not. Results of the analysis indicated that of the 156 pupils with available test data, 26.3% (41) reached their homeroom average NCE scores. By pupil category, 28.7% (39) of the 136 discontinued pupils compared to 10.0% (2) of the 20 not discontinued pupils reached their homeroom average NCE scores. The homeroom average NCE scores for Vocabulary ranged from 26 to 70.

Reading Comprehension NCE scores and homeroom average NCE scores were available for 150 of the 271 pupils in the 1987-88 treatment group. Of the 150 pupils, 132 pupils had been discontinued in 1987-88 and 18 pupils had not. Results of the analysis showed that of the 150 pupils with available test data, 22.7% (34) reached their homeroom average NCE score. By pupil category 25.8% (34) of the 132 discontinued pupils compared to 0.0% (0) for the 18 not discontinued pupils reached their homeroom average NCE score. The homeroom average NCE scores for Reading Comprehension ranged from 28 to 62.

Of the 271 pupils in the 1987-88 CLEAR-RR treatment group, CTBS Total Reading NCE scores and homeroom average NCE scores were available for 192 pupils. Of this number, 167 pupils had been discontinued in 1987-88 and 25 pupils had not. Results of the analysis indicated that of the 192 pupils with available test data, 24.5% (47) reached their homeroom average NCE score. By pupil category, 27.5% (46) of the 167 discontinued pupils compared to 4.0% (1) of the 25 not discontinued pupils reached their homeroom average NCE score. Of the 47 pupils who reached their homeroom average in Total Reading, 36.2% (17) scored below the 37%ile and thereby still qualified for a Chapter 1 compensatory reading program. The homeroom average NCE scores for Total Reading ranged from 24 to 65.

Results of Analyses 5.3 and 5.4 showed that of the three subtests of the CTBS, Vocabulary, Reading Comprehension, and Total Reading, a greater percentage of pupils scored at or above the specified percentiles in Reading Comprehension than did in Vocabulary and Total Reading, but that the percentage of pupils who scored at or above the specified percentiles in Vocabulary increased from 1986-87 to 1987-88, but decreased for Reading Comprehension and Total Reading (see Table 19). Moreover, greater percentages of discontinued pupils than not discontinued pupils scored at or above the specified percentiles.

Results for the 1986-87 treatment group indicated that in Vocabulary, 21.9% (25) of the 114 treatment group pupils with valid test data scored at or above the 37%ile and 11.4% (13) at or above the 50%ile. By pupil category, none of the 17 not discontinued pupils reached either the 37%ile or 50%ile, resulting in 25.8% (25) of the 97 discontinued pupils reaching the 37%ile and 13.4% (13) reaching the 50%ile in Vocabulary. On the Reading Comprehension subtest, 39.4% (41) of the 104 pupils with valid test data scored at or above the 37%ile and 23.1% (24) at or above the 50%ile. By pupil category, 42.9% (42) of the 98 discontinued pupils scored at or above the 37%ile and 27.6% (27) at or above the 50%ile, while 11.8% (2) of the 17 not discontinued pupils scored at or above the 37%ile and no pupils scored at or above the 50%ile. For Total Reading, 35.1% (40) of the 114 pupils with valid test data scored at or above the 37%ile and 14.9% (17) pupils scored at or above the 50%ile. By pupil category, 41.2% (40) of the 97 discontinued pupils reached the 37%ile and 17.5% (17) scored at or above the 50%ile. None of the 17 not discontinued pupils reached the 37%ile. For the 1987-88 treatment group, results indicate that in Vocabulary, 25.9% (42) of the 162 treatment group pupils with valid test data scored at or above the 37%ile and 15.4% (25) reached the 50%ile. By pupil category, 28.2% (40) of the 142 discontinued pupils reached the 37%ile and 16.9% (24) scored at or above the 50%ile, while 10.0% (2) of the 20 not discontinued pupils reached the 37%ile and 5.0% (1) the 50%ile. On the Reading Comprehension subtest, 25.8% (41) of the 159 treatment group pupils scored at or above the 37%ile and 16.4% (26) reached the 50%ile. By pupil category, 28.4% (40) of the 141 discontinued pupils reached the 37%ile and 18.4% (26) the 50%ile, while 5.6% (1) of the 18 not discontinued pupils scored at or above the 37%ile. In Total Reading, 20.6% (41) of the 199 treatment group pupils with valid test data scored at or above the 37%ile and 10.6% (21) reached the 50%ile. By pupil category, 23.6% (41) of the 174 discontinued pupils reached the 37%ile and 12.1% (21) scored at or above the 50%ile. None of the not discontinued pupils reached the 37%ile.

Table 20 summarizes results for Analysis 5.5, the distributions of pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups who followed a normal grade-level progression. Only pupils who were enrolled in the Columbus Public Schools during the month of November in all of their follow-up years (1987, 1988, and/or 1989) were included in the analysis. The numbers of pupils

Table 19

Percent and Number of Pupils in the 1986-87 and 1987-88 CLEAR-RR Treatment Groups Who Reached the 37%ile and the 50%ile on the CTBS Vocabulary, Reading Comprehension, and Total Reading Posttest in April 1989

Treatment Group	Subtest: Vocabulary (N)	Vocabulary 37%ile %	Vocabulary 37%ile (N)	Vocabulary 50%ile %	Vocabulary 50%ile (N)	Reading Comprehension (N)	Reading Comprehension 37%ile %	Reading Comprehension 37%ile (N)	Reading Comprehension 50%ile %	Reading Comprehension 50%ile (N)	Total Reading (N)	Total Reading 37%ile %	Total Reading 37%ile (N)	Total Reading 50%ile %	Total Reading 50%ile (N)
1986-87 Grade 3															
Discontinued	(97)	25.8	(25)	13.4	(13)	(98)	42.9	(42)	27.6	(27)	(97)	41.2	(40)	17.5	(17)
Not Discontinued	(17)	0.0	(0)	0.0	(0)	(17)	11.8	(2)	0.0	(0)	(17)	0.0	(0)	0.0	(0)
Subtotal	(114)	21.9	(25)	11.4	(13)	(115)	38.3	(44)	23.5	(27)	(114)	35.1	(40)	14.9	(17)
1987-88 Grade 2															
Discontinued	(142)	28.2	(40)	16.9	(24)	(141)	28.4	(40)	18.4	(26)	(174)	23.6	(41)	12.1	(21)
Not Discontinued	(20)	10.0	(2)	5.0	(1)	(18)	5.6	(1)	0.0	(0)	(25)	0.0	(0)	0.0	(0)
Subtotal	(162)	25.9	(42)	15.4	(25)	(159)	25.8	(41)	16.4	(26)	(199)	20.6	(41)	10.6	(21)

Note. Only includes pupils who had a normal grade-level progression and for whom valid CTBS scores were available.

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Table 20

Percent and Number of Pupils in the 1986-87, 1987-88, and 1988-89 CLEAR-RR Treatment Groups by Grade-Level Progression Through November 1989

Treatment Group	Grade-Level Progression: Not Normal %	Not Normal (N)	Normal %	Normal (N)	Total %	Total (N)
1986-87						
Discontinued	17.9	(20)	82.1	(92)	100.0	(112)
Not Discontinued	76.6	(49)	23.4	(15)	100.0	(64)
Subtotal	39.2	(69)	60.8	(107)	100.0	(176)
1987-88						
Discontinued	13.2	(23)	86.8	(151)	100.0	(174)
Not Discontinued	69.4	(43)	30.6	(19)	100.0	(62)
Subtotal	28.0	(66)	72.0	(170)	100.0	(236)
1988-89						
Discontinued	3.2	(3)	96.8	(90)	100.0	(93)
Not Discontinued	43.6	(34)	56.4	(44)	100.0	(78)
Subtotal	21.6	(37)	78.4	(134)	100.0	(171)
Total						
Discontinued	12.1	(46)	87.9	(333)	100.0	(379)
Not Discontinued	61.8	(126)	38.2	(78)	100.0	(204)
Subtotal	29.5	(172)	70.5	(411)	100.0	(583)

Note. The 1986-87 treatment group was followed for 3 years (normal progression into grade 4), the 1987-88 treatment group for 2 years (normal progression into grade 3), and the 1988-89 treatment group for 1 year (normal progression into grade 2). Only pupils enrolled in the Columbus Public Schools during November in each of their follow-up years were included in the analysis.

included from the three treatment groups were: 176 pupils (84.6%) from the 1986-87 treatment group, 236 pupils (87.1%) from the 1987-88 treatment group, and 171 pupils (92.9%) from the 1988-89 treatment group, for a combined total of 583 pupils (87.9%) from the three treatment groups.

The percentages of pupils who followed a normal grade-level progression were as follows: 60.8% (107) of the 176 pupils from the 1986-87 treatment group followed a normal grade-level progression into the fourth grade; 72.0% (170) of the 236 pupils from the 1987-88 treatment group followed a normal progression into the third grade; and 78.4% (134) of the 171 pupils from the 1988-89 treatment group followed a normal grade-level progression into the second grade in 1989-90. Overall, 70.5% (411) of the 583 pupils in the analysis followed a normal grade-level progression and 29.5% (172) did not.

In each of the three treatment groups a greater percentage of discontinued pupils than not discontinued pupils followed the normal progression. For discontinued pupils, the percentages who followed the normal progression ranged from 82.1% for the 1986-87 treatment group pupils to 96.8% for the 1988-89 treatment group pupils. For not discontinued pupils the percentages who followed a normal progression ranged from 23.4% for the 1986-87 treatment group pupils to 56.4% for the 1988-89 treatment group pupils.

Over the three year period 1986-87, 1987-88, 1988-89, data indicated that the percentage of pupils retained in grade 1 for each year had decreased from 1986-87 to 1987-88, but had increased from 1987-88 to 1988-89. For 1986-87, data was available for 200 pupils and showed 21.0% (42) of those served in 1986-87 had been retained in grade 1. In 1987-88, 15.2% (37) of the 243 treatment group pupils were retained in grade 1. For 1988-89, 21.6% (37) of the 171 pupils with follow-up data were retained in grade 1, while 18.9% of the 614 pupils in the three groups combined had been retained in grade 1.

Tables 21-23 contain summaries of Analysis 5.6 which followed the special education status of pupils from the 1986-87, 1987-88, and 1988-89 CLEAR-RR treatment groups through November 1989. The analysis included four types of special education programs: communication disorder, developmental handicap, learning disability, and severe behavior handicap (see footnote, Table 22). The percentages of pupils from the treatment groups who were served in special education were: for the 1986-87 treatment group, 8.5% (17) in November 1987, 13.9% (26) in November 1988, and 16.6% (30) in November 1989; for the 1987-88 treatment group, 14.3% (37) in November 1988 and 16.3% (39) in November 1989; and for the 1988-89 treatment group, 14.0% (24) in November 1989. Over the three follow-up years, service for communication disorders related to speech, hearing, and language problems occurred more frequently in the year directly following a pupil's enrollment in the CLEAR-RR program, with increasing numbers of pupils served for developmental handicaps and learning disabilities in subsequent years. The percentages of discontinued versus not discontinued pupils in special education were compared within each grade-level and within each follow-up year within each treatment group. In general, results indicated that higher percentages of not discontinued pupils than discontinued pupils were in special education.

Table 21

Percent and Number of Pupils in the 1986-87 CLEAR-RR Treatment Group by Special Education Status in November 1987, 1988, and 1989

Follow-Up Year / Grade as of:	Pupil Category	Special Education Status: Not In Special Education %	(N)	In Special Education: Communication Disorder %	(N)	Developmental Handicap %	(N)	Learning Disability %	(N)	Subtotal %	(N)	Total %	(N)
11/87													
1	Discontinued	100.0	(3)	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)	100.0	(3)
	Not Discontinued	89.7	(35)	5.1	(2)	2.6	(1)	2.6	(1)	10.3	(4)	100.0	(39)
	Subtotal	90.5	(38)	4.8	(2)	2.4	(1)	2.4	(1)	9.5	(4)	100.0	(42)
2	Discontinued	92.9	(117)	5.6	(7)	0.0	(0)	1.6	(2)	7.1	(9)	100.0	(126)
	Not Discontinued	87.5	(28)	6.3	(2)	3.1	(1)	3.1	(1)	12.5	(4)	100.0	(32)
	Subtotal	91.8	(145)	5.7	(9)	0.6	(1)	1.9	(3)	8.2	(13)	100.0	(158)
	Total	91.5	(183)	5.5	(11)	1.0	(2)	2.0	(4)	8.5	(17)	100.0	(200)
11/88													
1	Discontinued	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)
	Not Discontinued	0.0	(0)	0.0	(0)	100.0	(1)	0.0	(0)	100.0	(1)	100.0	(1)
	Subtotal	0.0	(0)	0.0	(0)	100.0	(1)	0.0	(0)	100.0	(1)	100.0	(1)
2	Discontinued	87.5	(14)	6.3	(1)	0.0	(0)	6.3	(1)	12.5	(2)	100.0	(16)
	Not Discontinued	71.1	(32)	8.9	(4)	11.1	(5)	8.9	(4)	28.9	(13)	100.0	(45)
	Subtotal	75.4	(46)	8.2	(5)	8.2	(5)	8.2	(5)	24.6	(15)	100.0	(61)
3	Discontinued	95.2	(99)	1.9	(2)	1.0	(1)	1.9	(2)	4.8	(5)	100.0	(104)
	Not Discontinued	76.2	(16)	0.0	(0)	9.5	(2)	14.3	(3)	23.8	(5)	100.0	(21)
	Subtotal	92.0	(115)	1.6	(2)	2.4	(3)	4.0	(5)	8.0	(10)	100.0	(125)
	Total	86.1	(161)	3.7	(7)	4.8	(9)	5.3	(10)	13.9	(26)	100.0	(187)

(table continues)

Table 21 (continued)

Percent and Number of Pupils in the 1986-87 CLEAR-RR Treatment Group
by Special Education Status in November 1987, 1988, and 1989

Follow-Up Year Grade as of:	Pupil Category	Special Education Status: Not In Special Education %	(N)	In Special Education: Communication Disorder %	(N)	Developmental Handicap %	(N)	Learning Disability %	(N)	Subtotal %	(N)	Total %	(N)
11/89													
3	Discontinued	90.5	(19)	0.0	(0)	0.0	(0)	9.5	(2)	9.5	(2)	100.0	(21)
	Not Discontinued	71.4	(35)	2.0	(1)	16.3	(8)	10.2	(5)	28.6	(14)	100.0	(49)
	Subtotal	77.1	(54)	1.4	(1)	11.4	(8)	10.0	(7)	22.9	(16)	100.0	(70)
4	Discontinued	90.4	(85)	4.3	(4)	1.1	(1)	4.3	(4)	9.6	(9)	100.0	(94)
	Not Discontinued	70.6	(12)	0.0	(0)	11.8	(2)	17.6	(3)	29.4	(5)	100.0	(17)
	Subtotal	87.4	(97)	3.6	(4)	2.7	(3)	6.3	(7)	12.6	(14)	100.0	(111)
	Total	83.4	(151)	2.8	(5)	6.1	(11)	7.7	(14)	16.6	(30)	100.0	(181)

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Table 22

Percent and Number of Pupils in the 1987-88 CLEAR-RR Treatment Group by Special Education Status in November 1988 and 1989

Follow-Up Year / Grade as of:	Pupil Category	Special Education Status: Not In Special Education		In Special Education: Communication Disorder		Developmental Handicap		Learning Disability		Subtotal		Total	
		%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
11/88													
1	Discontinued	100.0	(1)	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)	100.0	(1)
	Not Discontinued	71.1	(27)	13.2	(5)	7.9	(3)	7.9	(3)	28.9	(11)	100.0	(38)
	Subtotal	71.8	(28)	12.8	(5)	7.7	(3)	7.7	(3)	28.2	(11)	100.0	(39)
2	Discontinued	91.0	(171)	8.0	(15)	0.0	(0)	1.1	(2)	9.0	(17)	100.0	(188)
	Not Discontinued	71.0	(22)	12.9	(4)	9.7	(3)	6.5	(2)	29.0	(9)	100.0	(31)
	Subtotal	88.1	(193)	8.7	(19)	1.4	(3)	1.8	(4)	11.9	(26)	100.0	(219)
	Total	85.7	(221)	9.3	(24)	2.3	(6)	2.7	(7)	14.3	(37)	100.0	(258)
11/89													
1	Discontinued	100.0	(1)									100.0	(1)
	Not Discontinued	100.0	(1)									100.0	(1)
	Subtotal	100.0	(2)									100.0	(2)
2	Discontinued	86.4	(19)	4.5	(1)	4.5	(1)	4.5	(1)	13.6	(3)	100.0	(22)
	Not Discontinued	58.1	(25)	11.6	(5)	14.0	(6)	16.3	(7)	41.9	(18)	100.0	(43)
	Subtotal	67.7	(44)	9.2	(6)	10.8	(7)	12.3	(8)	32.3	(21)	100.0	(65)
3	Discontinued	91.6	(141)	5.2	(8)	0.0	(0)	3.2	(5)[a]	8.4	(13)	100.0	(154)
	Not Discontinued	73.7	(14)	5.3	(1)	10.5	(2)	10.5	(2)	26.3	(5)	100.0	(19)
	Subtotal	89.6	(155)	5.2	(9)	1.2	(2)	4.0	(7)	10.4	(18)	100.0	(173)
	Total	83.8	(201)	6.3	(15)	3.8	(9)	6.3	(15)	16.3	(39)	100.1	(240)

[a]One discontinued pupil was categorized as behavior handicapped.

Note. Due to rounding some total percents do not equal 100.0.

Table 23

Percent and Number of Pupils in the 1988-89 CLEAR-RR Treatment Group
by Special Education Status in November 1989

Follow-Up Year / Grade as of:	Pupil Category	Special Education Status: Not In Special Education		In Special Education: Communication Disorder		In Special Education: Developmental Handicap		In Special Education: Learning Disability		In Special Education: Subtotal		Total	
		%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)
11/89													
1	Discontinued	100.0	(3)	0.0	(0)	0.0	(0)	0.0	(0)	0.0	(0)	100.0	(3)
	Not Discontinued	64.7	(22)	8.8	(3)	17.6	(6)	8.8	(3)	35.3	(12)	100.0	(34)
	Subtotal	67.6	(25)	8.1	(3)	16.2	(6)	8.1	(3)	32.4	(12)	100.0	(37)
2	Discontinued	93.3	(84)	6.7	(6)	0.0	(0)	0.0	(0)	6.7	(6)	100.0	(90)
	Not Discontinued	86.4	(38)	9.1	(4)	4.5	(2)	0.0	(0)	13.6	(6)	100.0	(44)
	Subtotal	91.0	(122)	7.5	(10)	1.5	(2)	0.0	(0)	9.0	(12)	100.0	(134)
	Total	86.0	(147)	7.6	(13)	4.7	(8)	1.8	(3)	14.0	(24)	100.0	(171)

Summary/Recommendations

In 1988-89 the CLEAR-RR Program was located in 26 elementary schools and had a staff of 49 teachers (23.8 FTEs). The program served a total of 283 underachieving first-grade pupils who appeared unlikely to read successfully without intensive instruction. The pupils were enrolled in the program for an average of 90.4 days, attended the program an average of 74.1 days, and received an average of 60.2 lessons. The number of lessons received ranged from none to 120.

Pupils were discontinued from the program based on scores on diagnostic measures indicating that they were reading at the level of their classroom and based on teacher judgment that the pupils had developed effective reading strategies. Of the 283 pupils, 35.0% (99) were discontinued, 30.0% (85) received 60 or more lessons but were not discontinued, and 35.0% (99) were not discontinued and received less than 60 lessons. Of the 144 pupils who received 60 or more lessons, 41.0% (59) were discontinued.

The evaluation sample consisted of the 104 pupils who were discontinued or had 60 or more lessons, and who had received a score on both the MAT6 pretest and posttest. Caution is advised in interpreting the MAT6 test scores. The MAT6 results may not reflect true pupil performance. The pretest level was found to be too difficult for low-achieving pupils, while the posttest level was found to be too easy for average and above-average pupils. Computerized scoring of the MAT6 pretest was based upon a pupil attempting three of the first six items. Because pupils found the first part of some tests too difficult, many pupils did not attempt three of the first six items, thus eliminating themselves from the evaluation sample due to incomplete test data. Posttest performance levels of CLEAR-RR pupils are displayed in table form in the major findings (Question 2, page 15), but no interpretation is included due to the inappropriateness of the pretest for these pupils.

The costs per pupil served in compensatory programs were compared. The cost per pupil served in CLEAR-RR ($3,674) indicated that the 1988-89 CLEAR-RR program was an expensive one to maintain in comparison to the other compensatory education programs. The costs per pupil served for the other programs were $1,216 for Regular CLEAR (grade 1) and $776 for the Instructional Aide Program.

The Classroom Teacher Survey included ratings related to the reading performance in 1988-89 of pupils who received CLEAR-RR in 1987-88. On a scale that ranged from 5 (very successful) to 1 (very unsuccessful), the average ratings on four reading items were as follows. For grade 1 (retained pupils), the average ratings ranged from 3.35 to 2.80. For grade 2 pupils, the average ratings ranged from 3.44 to 3.19. By pupil category, discontinued pupil average ratings for the four items ranged from 3.58 to 3.30, compared with 2.97 to 2.50 for not discontinued pupils. Of the teachers responding to the survey who had the CLEAR-RR Program serving children at their school during 1988-89, 81.5% (44) found the program to be of value to their pupils, and 74.5% (41) found the funding for the program appropriate.

Analyses of the long-term effects of CLEAR-RR produced the following results. Of the former CLEAR-RR pupils who were in a school and at a grade level where a compensatory education program was in operation in 1988-89, 43.6% (58) of the pupils from the 1986-87 treatment group, and 46.2% (98) of the pupils from the 1987-88 treatment group were served in a compensatory program.

When tested in second grade, the homeroom average NCE score in Vocabulary was reached by 26.3% (41) of the pupils from the 1987-88 treatment group. The homeroom average NCE scores for Vocabulary ranged from 26 to 70. The homeroom average NCE score in Reading Comprehension was reached by 22.7% (34) of the pupils from the 1987-88 treatment group. Homeroom average NCE scores for Reading Comprehension ranged from 28 to 62. In Total Reading, the homeroom average NCE score was reached by 24.5% (47) of the pupils from the 1987-88 treatment group. Of the 47 pupils who reached their homeroom averages in Total Reading, 36.2% (17) scored below the 37%ile and still qualified for Chapter 1 services. The homeroom average NCE scores for Total Reading ranged from 24 to 65. In Total Reading, 35.1% of the 1986-87 treatment group reached the 37%ile and 14.9% reached the 50%ile; 20.6% of the 1987-88 treatment group reached the 37%ile and 10.6% reached the 50%ile. In Vocabulary, 21.9% of the 1986-87 treatment group reached the 37%ile and 11.4% the 50%ile. For the 1987-88 treatment group, 25.9% reached the 37%ile and 15.4% the 50%ile. For Reading Comprehension, 38.3% of the 1986-87 treatment group reached the 37%ile and 23.5% the 50%ile, while for the 1987-88 treatment group, 25.8% reached the 37%ile and 16.4% the 50%ile in Reading Comprehension.

Of the 583 pupils from the combined 1986-87, 1987-88, and 1988-89 treatment groups who remained in Columbus Public Schools through November 1989, 70.5% (411) followed a normal grade-level progression. The retention rates for grade 1 were: 21.0% for the 1986-87 treatment group, 15.2% for the 1987-88 treatment group, 21.6% for the 1988-89 treatment group, and 18.9% for the three treatment groups combined.

The percentages of pupils from the treatment groups who were served in special education were: for the 1986-87 treatment group, 8.5% in November 1987, 13.9% in November 1988, and 16.3% in November 1989; for the 1987-88 treatment group, 14.3% in November 1988 and 16.3% in November 1989; and for the 1988-89 treatment group, 14.0% in November 1989. Pupils were served more frequently for communication disorders related to speech and hearing problems in the year directly following their enrollment in CLEAR-RR, with increasing numbers of pupils served for developmental handicaps and learning disabilities in subsequent years.

The CLEAR-Reading Recovery Program has been continued during the 1989-90 school year, and it is recommended that it continue. With that in mind, the following recommendations are presented:

1. With one of the criterion for inclusion in the evaluation sample being a pre and posttest score on a standardized test of reading (MAT6 for 1988-89), every effort must be made to insure that valid test scores for pupils can be attained. Program teachers must also be made aware of the process for scoring tests, allowing them to monitor test taking by pupils so that procedural rules for scoring tests do not exclude pupils from the evaluation sample.

2. The performance of Columbus pupils on the MAT6 pretest should not be compared with the performance of pupils in other districts statewide. The percentage of missing and invalid pretest data was much higher for Columbus pupils than for pupils in other districts. Two hypotheses exist to explain this phenomena. The first is that other districts scored the pretest by hand, possibly avoiding the "three out of six attempted" rule used to determine whether a pupil has attempted the test. Computerized scoring, used in Columbus, applies the rule to each test taken. The second hypothesis is that the populations of pupils served in other

districts are not comparable to pupils served in Columbus. Under either hypothesis, it is not appropriate to compare the performance of the program in Columbus with other sites across the state. Gain scores for pupils whose pretests were incorrectly scored would likely be exaggerated.

3. After existing for 5 years, the CLEAR-Reading Recovery Program needs to establish specific evaluation performance objectives to determine the success or failure of the program. For the first 5 years, there have been no specific performance objectives.

4. A more unified effort should be made by all departments and institutions (Columbus Public Schools Reading Department, Federal and State Programs Department, the Department of Program Evaluation, and the College of Education, The Ohio State University) involved in the CLEAR-Reading Recovery Program. Agreed upon procedures for operating the program and procedures for gathering data can enhance the program to better serve Columbus pupils. Every effort must be made to openly communicate among all concerned parties.

5. With the comparatively high cost of the program, funding should be closely monitored until a greater number of pupils can be served by the program, a higher percentage of pupils can be discontinued from the program, a lower percentage of pupils are retained in grade 1, and a lower percentage of pupils need further compensatory education services.

6. The retention problem needs to be explored. Conferences and more communication among classroom teachers, CLEAR-RR personnel, principals, and other staff members might result in a clearer understanding of the level of success of CLEAR-RR pupils.

7. Program personnel should continue to make every effort possible to improve parent involvement in and awareness of the CLEAR-RR Program. Organized programs for parents, such as Parents as Partners, might be attempted to involve more parents in the CLEAR-RR Program.

8. The criterion for discontinuing pupils from CLEAR-RR should be modified. The current criterion of reaching the class average discontinues pupils who perform at low levels on standardized tests of reading. For example, for the 1988-89 sample, the homeroom averages in Total Reading ranged from 14.9 to 67.1 NCEs. An NCE score of 14.9 equates to the 4th national percentile, which is too low to expect a pupil to function in the regular school program without additional assistance. The Reading Recovery Program needs to establish an absolute rather than relative criterion for discontinuing pupils that will ensure that discontinued pupils are nearer to the 36th national percentile cut off for Chapter 1 eligibility.

9. Program personnel should continue to investigate alternatives for using Reading Recovery techniques in small group in order to serve more pupils.

References

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Appendix A

Teacher Census Form (TCF)

1988-89
TEACHER CENSUS FORM

Social Security Number __ __ __-__ __-__ __ __ __

Name_____ Program Code_ _ _ _ _

School Assignment_____ Cost Center _ _ _

Circle only the program(s) you are in:

ECIA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Reading Recovery
(3) CLEAR-Elementary (1-5)
(4) CLEAR-Elementary-CAI
(5) CLEAR-Middle (6-8)
(6) CLEAR-Middle-CAI
(7) MIC-Elementary-CAI
(8) MIC-Middle-CAI
(9) Math-Pilot (3-8)

DPPF Programs:
(10) Secondary Reading (Regular)
(11) Secondary Reading (CAI)
(12) HSCA

Other (Specify)
(13) _____

[a]Number of Years of Teaching Experience_____

[b]Number of Years of Title I/Chapter 1 Teaching Experience_____

[c]I am certified in reading as indicated by the subject area on my teaching certificate.

_____Yes _____No

Highest College Degree Received_____

Full-Time Employee_____

or

Part-Time Employee_____

DIRECTIONS:

[a]Total all years of experience, including those which may have occurred outside of Columbus Public Schools. Please include present school year. The timeline on the back of this page will help you in determining total number of years.

[b]1. For every full year taught in Title I/Chapter 1 give yourself 10 months experience. Please include the present school year. The timeline on the back of this page will help you in determining the number of full years taught in Title I/Chapter 1.

2. For every summer term you taught in Title I/Chapter 1 give yourself two months experience.

3. Add in any miscellaneous experience, a part-year perhaps.

4. Add the totals for 1, 2, and 3 and divide by 10. Place the resulting quotient in the blank for question b above.

[c]Certification is defined as having one of the following:
1. reading specified on Bachelor degree.
2. reading specialist certificate.
3. M.A. in reading as a subject.

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12/27/89

Appendix B

Pupil Enrollment Form (PEF)

Columbus Public Schools
CHAPTER 1
CLEAR-Reading Recovery Program*

PUPIL ENROLLMENT FORM
1988-89

* DO NOT USE THIS FORM FOR GROUPS *

Directions: Within three days of the pupil's entry into the CLEAR-Reading Recovery program, complete the Pupil Enrollment Form, and place it in the school mail to your teacher leader. Your teacher leader will then forward the form to Evaluation Services within 3 days. RRT is pupil's Reading Recovery Teacher. **PLEASE PRINT.**

* DO NOT USE THIS FORM FOR GROUPS *

CLEAR-RR Program Code: 8 9 3 0 4

Date Pupil Enrolled (First day of service): M M D D Y Y — 8

Pupil's Name: _____ (Last First M.I.)

Student Number:

School Name: _____

3 Digit School Code:

Pupil Birth Date: M M D D Y Y

RRT's Name: _____ (Last First M.I.)

RRT's SS#:

Today's Date: ___/___/___ (MM DD YY)

For Evaluation Services Only
Verified_____ Date_____
Initials

Appendix C

Pupil Census Form (PCF)

TEACHER NUMBER									PROGRAM CODE				
9	9	9	9	9	9	9	9	9	8	9	3	0	4

STUDENT						SCHOOL			GRADE		SEX
1	1	1	1	1	1	9	9	9	0	1	F

MALE ○

FEMALE ○

TOTAL DAYS OF PROGRAM ENROLLMENT			TOTAL DAYS OF PROGRAM ATTENDANCE		
1	2	3	4	5	6

XXXXXXX HOURS XXXXXXX INSTRUCTION XXXXXXX PER XXXXXXX WEEK XXXXXXX LESSONS

A1702

NCS Trans-Optic 08-8153 #4

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COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio PUPIL CENSUS FORM

Doe (LAST NAME) Jane (FIRST NAME) R. (M I) F (SEX) 999999999 (TEACHER NUMBER)

Columbus Elementary (SCHOOL) 001 (H R) 1 (GRADE)

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

WAS THIS A "NON-ENGLISH SPEAKING" STUDENT?

YES ★ NO ★

DID THIS PUPIL BECOME QUALIFIED FOR A SPECIAL ED. PROGRAM?

YES ★ NO ★

HOW DID YOU FEEL THIS PUPIL PROGRESSED WHILE IN YOUR PROGRAM?

MUCH PROGRESS ★ SOME PROGRESS ★ LITTLE PROGRESS ★ NO PROGRESS ★

WAS THE PUPIL DISCONTINUED WHILE IN YOUR PROGRAM?

YES ★ NO ★

WAS THE 60TH LESSON BY APRIL 14, 1989?

YES ★ NO ★

8 8
8 9

S O N D J F M A M J

0 1 2 3
1 0 0 0

74

51

Appendix D

Classroom Teacher Survey

Columbus Public Schools
CLEAR-Reading Recovery Program

CLASSROOM TEACHER SURVEY
1988-89

The purposes of this survey are to find out what you think about the reading performance of pupils currently in your room who were served by the CLEAR-Reading Recovery Program in 1987-88 and to find out your opinions of the CLEAR-Reading Recovery Program*. Your opinions are an important part of program evaluation. Please answer each item carefully. There are no right or wrong answers. Complete the survey and return it to Evaluation Services via school mail (by folding and stapling the survey in reverse) by May 19, 1989. The answers you give will be completely confidential. No reporting will be done for individual pupils or teachers. Thank you for your cooperation.

Directions: 1. Look at the white printout (next page) containing the names of pupils currently in your room who were served by the CLEAR-Reading Recovery Program last year.

2. **FOR EACH PUPIL LISTED ON THE PRINTOUT COPY THE STUDENT NUMBER AND LAST NAME, AND CIRCLE THE GRADE LEVEL FROM THE PRINTOUT ONTO THE TOP OF THE SURVEY FORM WHICH IMMEDIATELY FOLLOWS THE PRINTOUT. THIS INFORMATION IS ESSENTIAL FOR THE SURVEY ANALYSIS.**

3. Please answer items 1-21 for each pupil. If you have more than one pupil listed on your survey, then please complete all items for the first pupil before beginning items for the next pupil.

4. Answer the remaining questions about the CLEAR-Reading Recovery Program and about the grade(s) you teach.

5. Provide comments as indicated.

*Note. The CLEAR-Reading Recovery Program is commonly known as the Reading Recovery Program. The prefix "CLEAR" appears here because Reading Recovery is funded as part of the Compensatory Language Experiences and Reading (CLEAR) Component of the ECIA-Chapter 1 programs in the Columbus Public Schools. Reading Recovery should not be confused with the CLEAR-Elementary Program or the CLEAR-Elementary-CAI Program. This survey only covers Reading Recovery.

For items 1-13, circle the one response that best represents your opinion.

	Pupil #1 Student #:_____ Name:_____ Grade: K 1 2 3	Pupil #2 Student #:_____ Name:_____ Grade: K 1 2 3	Pupil #3 Student #:_____ Name:_____ Grade: K 1 2 3	Pupil #4 Student #:_____ Name:_____ Grade: K 1 2 3
1. Is this pupil currently in your room?	YES NO----	YES NO----	YES NO----	YES NO----
2. Has this pupil been in your room long enough for you to evaluate his or her reading performance?	YES NO	YES NO	YES NO	YES NO
For items 3-13 use the following key: 5 = Very successful 4 = Successful 3 = In-between 2 = Unsuccessful 1 = Very unsuccessful	If NO, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If NO, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If NO, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If NO, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.
3. Reads and understands basal reading stories	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Reads and understands supplemental reading materials used for instruction	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Reads library books	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Understands assignments	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Works independently	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Finishes seatwork	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Practices self control	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. Writes own stories	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. Makes progress in reading group	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Usually knows how to figure out new words	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
13. Attends class regularly	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

(CONTINUED)

For items 14-21, circle the one response that best represents your opinion.

	Pupil #1 (Same pupil as previous page) Name:	Pupil #2 (Same pupil as previous page) Name:	Pupil #3 (Same pupil as previous page) Name:	Pupil #4 (Same pupil as previous page) Name:
Achieves suggested passing score on basal tests in the area of:				
14. Comprehension	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
15. Vocabulary	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
16. coding	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
17. Is in the following reading group in my classroom:	HIGH MIDDLE LOW	HIGH MIDDLE LOW	HIGH MIDDLE LOW	HIGH MIDDLE LOW
18. Earned the following letter grade in reading in the last grading period (Circle NA = NOT APPLICABLE if pupil was not enrolled):	A B C D F NA	A B C D F NA	A B C D F NA	A B C D F NA
19. Will be retained at the end of this school year	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
20. Was this a "non-English" speaking student (ESL)?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
21. Did this pupil become qualified for a Special Education program during 1988-89?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE

(CONTINUED)

Items 22-24 concern the CLEAR-Reading Recovery Program. As noted on the cover page of this survey, CLEAR-Reading Recovery refers to the Reading Recovery Program only.

22. Is the CLEAR-Reading Recovery Program serving your school this year? (Please circle your response.)

YES — If YES then go to item 23

NO — If NO then go to item 25

For items 23-24 circle the one response that the best represents your opinion about each item. Use the following response key:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know

23. The CLEAR-Reading Recovery Program is of value to pupils in my school. SA A U D SD DK

24. Compared to other ways that money could be spent for compensatory reading programs in my school, I support the funding of the CLEAR-Reading Recovery program. SA A U D SD DK

25. Circle the grade(s) you presently teach. 1 1-2(split) 2 2-3(split) OTHER _____

26. If you teach Special Education, please specify what type (otherwise leave this item blank). Type of Special Ed. _____

You may use the space below to explain one or more of your answers or to comment on the CLEAR-Reading Recovery Program in general.

27. Comments: _____

Thank you! Please return this survey by May 19, 1989.

Appendix E

Comments from the Classroom Teacher Survey

Columbus Public Schools
CLEAR-Reading Recovery Program
COMMENTS FROM THE CLASSROOM TEACHER SURVEY

1988-89

2 of the children in my class are RR children and I will retain them - they never should have been promoted to 2nd grade - Clear 2nd grade is a far better program - I have worked with this govt. program under various names for 20 years.

I don't feel that 2 teachers are worth the gains I have seen in children from this program. All of mine would have greatly benefited from 1st/grade retention. I can't justify 2 salaries for what I see.

A closer look at strategies used in reading recovery would be helpful for classroom teachers to know about too. Also, many short paperbacks in the classroom as part of our basal materials would be great so st. would have many chances to use words over in different stories. (I realize we can order from reading dept.).

I do not feel that the amount of money spent for Reading Recovery is warranted. CLEAR yes.

[Pupil] needs to repeat - parents are against it.

The program does not serve enough children. Some children who are waiting for Special Ed. testing are keeping others who would benefit more from being served. Teachers (classroom) should have more input into who is served.

I feel like all of the children going to CLEAR this year have made good progress. There are a couple of children who have really excelled.

Would like to know more about it what and how they teach skills so that we are aware of what the student has had.

The Reading Recovery Guidelines specify that the lowest-scoring children must be served. This has resulted in two children from my room with IQ's of 51 and 61 respectively, taking spaces better used for more receptive students. (Just tested)

#23 - My students would have benefitted more if they had attended school regularly. Unfortunately, both of my students that were in the Reading Recovery program had high absentee rates. #24 - I believe funding could be better spent on an all-day instructional aide program. More children could be helped. Aide's time is more flexible in helping children make up work missed while absent.

Comment on [pupil]: He did better at beginning of year. Bad behavior and lower reading achievement have been noticed the last 2 months only.

[Pupil] is on medication. When his medication is in effect he tries much harder. That is why I have answered with alot of in betweens.

Excellent Program!

I have had an opportunity to observe RR and found it very interesting. I think that every teacher could benefit from learning the strategies of RR.

All three students transferred in from other schools - our school has CLEAR but not the reading recovery which is offered in even lower SES schools in the system. [Pupil] has LD in reading and now works with LD tutor on a strict phonics approach which seems to be helping him a little [Pupil] transfered in early March - as far as I know she was not in Clear this year or in any other special education program.

We need it at (elementary) school.

It was a good program - I hope we get it back.

Student would have benefitted from another year in the program. I feel some children need this help a little longer to strengthen the reading/writing process.

The Program is excellent.
Too many teaching days wasted on testing.

It is an excellent program.

[Pupil] and [pupil] both appear to have attention span deficits. This is evidenced by their ability to achieve success part of the time.

~~In 4 years of~~ teaching 2nd grade I've had many discontinued Reading Recovery students (apprx. 15-20) and only 2 have shown adequate skills in 2nd grade. For the most part these children are retained in 2nd grade. I'm very dissatisfied with Reading Recovery.

I haven't seen any gains from this program. I am not impressed with this program. I feel the classroom teacher should have more say on whether a child should be retained than the reading recovery teacher.

Let's cut down on the paperwork required of our CLEAR-RR teachers. Ours do a TERRIFIC job when given maximum time to work with students.

CLEAR-RR is a valuable asset to the curriculum, providing students with extra help in reading. My biggest concern is "continuity." If the CLEAR-RR teacher is absent for any length of time, the program stops. These students need the program daily. Hopefully, additional funding can be provided to keep the program going consistently.

My students have benefitted greatly from this program. I recommend it highly.

I feel we have one of the best CLEAR teachers! I thank the "system" for having the program. All children have benefitted from the class.

We have a large number of students who need help at this school. RR is good but does not service enough students - I would rather have more students helped by the CLEAR program.

The students are helped tremendously through this program. It definately should be continued.

These children who receive CLEAR instruction are guaranteed of 45 min. per day of extra reading instruction in a quiet-structured environment. This is important - and has been successful.

I think there was much value in the Reading Recovery Program. The students seemed to catch up with the classmates faster than before. We need it at [school]!

I think this is a very valuable program. The children in general who were served last year have made excellent progress. We really miss this service this year.

I feel the Reading Recovery Program is a very valued program in the Columbus Schools. I wish this service could reach a larger number of pupils. This will cost more money and personnel, but I feel its worth it.

[Pupil] passed all parts of his last reading test. He attends a rather expensive reading clinic. [Pupil] passed all parts of his last reading test. [Pupil] continues not to pass the comprehension part of the reading test.

Some follow up in second grade would be beneficial. [Pupil] still would benefit from individual attention.

[Teacher] has done a great job helping to bring up [pupil] and [pupil] so that they can read on grade level. My children like to go to her. She is very organized. She always takes them and returns them on time.

I am not familar with the aspects of Reading Recovery Program.

My student transferred to my school from another Cols. school. He was not picked up for CLEAR in my school (he was enrolled at the other school) because of too many students.

This child enrolled too late in the year to be tested but should be at the beginning of next year. She is probably not a good representative of how well our CLEAR program worked this year.

Having taught RR I strongly agree that this teaching method is successful. However continued lessons through second grade would be benificial. I presently have a former RR student in my class and even with using RR she is still regressing and is weak in comprehension and work attack.

Sorry this was late. I was away on jury duty and this got misplaced.

I like the program and think it makes a difference. The child I have this year is much more successful than last year. He may eventually qualify for special education as he is very slow to process information. He is pleased with the success he has achieved.

I think there should be only one Reading Recovery teacher. I don't feel that the RR classroom has enough time spent on reading; They read only in the A.M. Most first grade classes also have reading groups in the P.M.; especially the lower group should read twice a day. I believe a "Reading Teacher" or Clear Teacher" serves the needs of more children and effectively.

I feel that we need one Reading Recovery teacher. It is too confusing for first graders to have two teachers. Reading needs to be twice a day in first grade. This program does not help enough children for the amount that it costs. I've had 30 years teaching first grade and feel qualified to judge this program.